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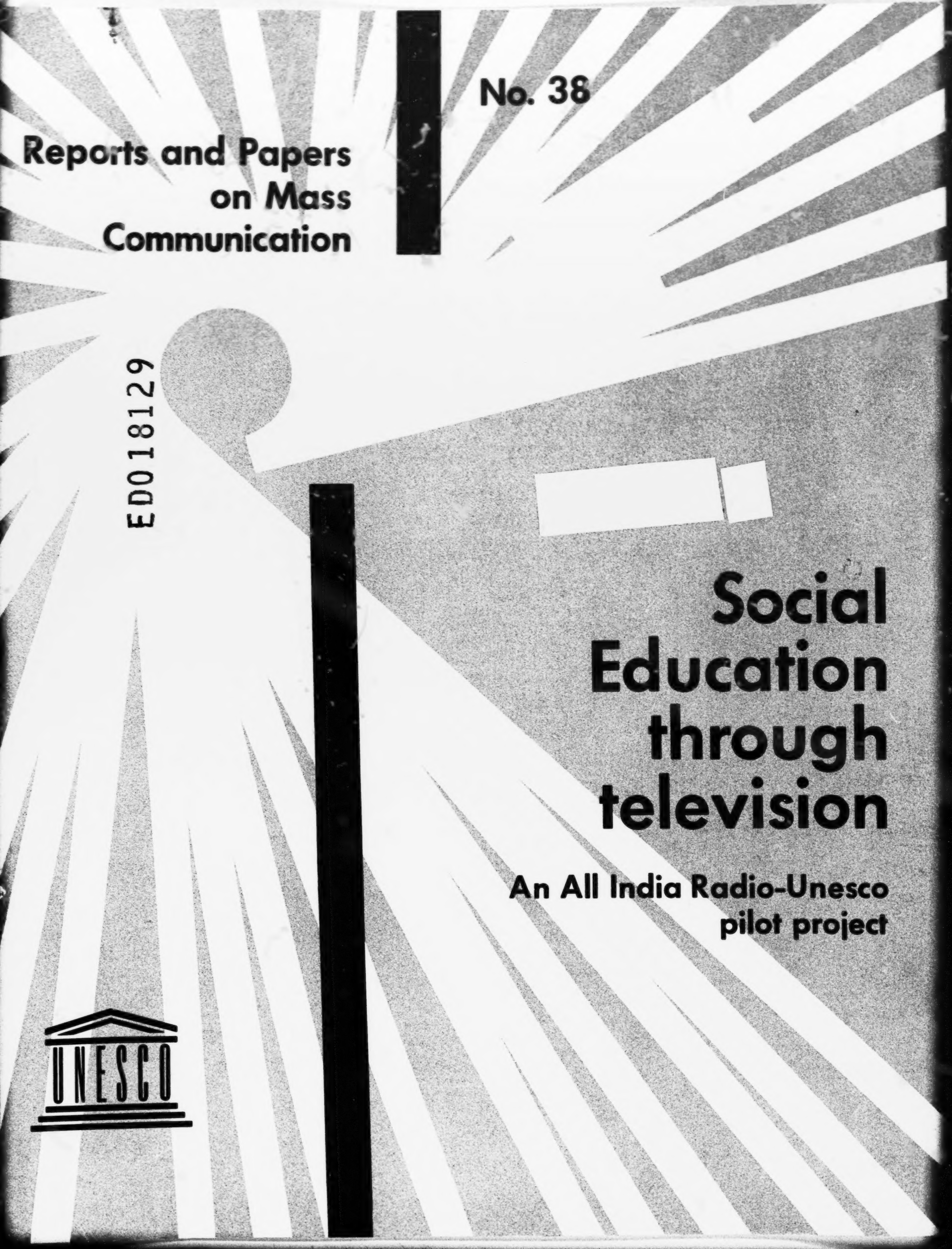
TELECLUBS, BECAUSE OF THE NOVELTY OF TELEVISION, WERE SO POPULAR THAT OVERCROWDING, AS WELL AS UNEVEN ATTENDANCE BY CLUB MEMBERS, AFFECTED THE GOAL OF EVALUATING THE IMPACT OF TELECASTS ON CITIZENSHIP. GREATER SUCCESS WAS REALIZED IN BRINGING ABOUT SHIFTS IN INFORMATION THAN IN ATTITUDES, PERHAPS, BECAUSE THE EXPERIMENTAL GROUP STARTED AT A HIGHER LEVEL OF ATTITUDE THAN INFORMATION. THE MEMBERS WERE MOSTLY LOWER MIDDLE CLASS AND MALE, WITH A HIGH REPRESENTATION OF PROFESSIONALS. A BASELINE SURVEY AND A TERMINAL SURVEY OF 20 CLUBS AND THEIR 418 MEMBERS MEASURED THE IMPACT OF 20 SPECIAL TELECASTS. A SUPPLEMENTARY GROUP PARTICIPATION ASSESSMENT SCHEDULE WAS GIVEN TO DETERMINE THE EFFECT OF THE NUMBER OF FRIENDS THE MEMBERS HAD IN THE TELECLUBS ON THEIR ATTENDANCE, PARTICIPATION, AND RESPONSE. THIS DOCUMENT IS AVAILABLE AS B.1922 FROM NATIONAL DISTRIBUTORS OF UNESCO PUBLICATIONS OF FROM THE DIVISION OF FREE FLOW OF INFORMATION, UNESCO, PLACE DE FONTENOY, PARIS-7E, FRANCE, FOR $0.50. (MF)



Reports and Papers
on Mass
Communication

No. 38

ED018129

Social Education through television

An All India Radio-Unesco pilot project

UNESCO

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Social Education through television

An All India Radio-Unesco pilot project

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PREFACE

This report of the AIR-UNESCO project on the use of Television for adult education was originally divided into two parts. The first part was written by Mr. J.C. Mathur, the then Director-General of All India Radio and gives a detailed account of the origin of the project, the beginnings of the TV Centre, the initial experiment, the programmes broadcast under the project and the formation and functioning of tele-clubs. The concluding chapters of the present publication, which describe the evaluation study, constitute the second part of the original report. They were written by Mr. H.P. Saksena, Assistant Director of the National Fundamental Education Centre.

The project owes its success to the enterprising spirit and generosity of the Ministry of Information & Broadcasting of the Government of India, and to the assistance provided [redacted]sco and the interest shown by its Department of Mass Communication and its officials. AIR is also grateful to the National Fundamental Education Centre, New Delhi, and the Indian Adult Education Association for jointly undertaking the task of evaluating the impact of these programmes and to the Evaluation Committee which supervised the evaluating operations. Thanks are also due to the Films Division of the Government of India, which prepared a documentary film on the project and the National Institute of Audio-Visual Education which worked on the filming of some of the programmes inside the studio. The Ministry of Education also took a helpful interest and was kind enough to direct its two National Institutes to assist the project. The Delhi State Government and the Municipal Corporation of Delhi played an important part in the organization of the project by readily making available their staff and facilities at schools and community centres.

An undertaking of this kind calls not only for co-operation and effort but also for enthusiasm on the part of all those who participate in the adventure. These qualities have been in evidence in an abundant measure both among participating institutions and individuals.

EDITOR'S NOTE

In order to reduce the report on the AIR-UNESCO Television Project to proportions suitable for publication in the Reports and Papers on Mass Communication *series, and thus to ensure its world-wide dissemination, appreciable cuts have had to be made in the manuscript received from All India Radio. All essential information has been preserved, but the detailed statistical data, presented in tables, graphs and explanatory notes, have had to be omitted. The full evaluation report is however available to specialists, who may consult it at the Mass Communication Techniques Division of the Department of Mass Communication at Unesco Headquarters.*

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CHAPTER I

OVERALL SIGNIFICANCE OF THE PROJECT

THE LEARNING PROCESS

From 23 December 1960 to 5 May 1961, All India Radio broadcast from its small Television Centre at New Delhi, twenty programmes of half-an-hour each, every Friday between 7.30 p.m. and 8 p.m. These TV programmes were on the general theme "Responsibilities of Citizenship" and were presented under five sub-heads or topics, viz., Traffic and the Road Sense; Dangers to Community Health; Adulteration of Foodstuffs, Drugs, etc.; Manners of a Citizen; and Encroachment on Public Property and Town Planning. The programmes were designed to add to the information of viewers on these topics, to influence, if possible, their attitudes towards various aspects of these issues and to encourage follow-up group action and behaviour. The programmes were viewed by about 71 groups called Tele-clubs which were formed in different localities of Delhi city and its outskirts and consisted largely of lower middle-class citizens. Immediately after viewing every programme, the tele-clubs discussed the issues raised in the programme, freely expressing their views, and the convener of the tele-club who recorded the proceedings sent a report to the TV Unit of AIR.

That tele-club members were keen and able to collect additional information about the topics covered by the programmes was indicated by the large number of questions asking for more information. In fact, while preparing the planning sheets and having discussions with officials and experts, programme planners themselves enriched their minds and learned a good many things that citizens should know but are often quite indifferent to. By the time the project ended it was clear that the "Question-Answer" item at the end of every programme was vital to its success and educational value.

In order to facilitate the process of learning, facts, figures and the hard core of information were highlighted by such devices as recapitulations by one of the characters in the story, graphs and charts, montage and superimpositions, etc. Two particular difficulties, however, had to be contended with. In the first place, the volume of information to be conveyed was considerable and, in the second, it was found that the adult mind tended to be drawn excessively towards controversy and problems. Further repetition of the same bits of information in different programmes and settings would probably have facilitated assimilation by the adult viewer. And from this point of view, no doubt, four programmes for one topic such as traffic problems, for example, is far from sufficient. If more programmes were broadcast on the same topic, without loading them with further facts and figures, greater allowance would certainly be made for the slow process of percolation into the otherwise pre-occupied adult mind.

Moreover, a series on a single important topic spread over a period of four months or so would create a campaign-like atmosphere which is equally important for assimilation of information and promotion of attitudes. During the project, four extensive problems were covered in five months. Perhaps one, or at the outside two, topics covered during the same period would have exercised a sharper and more widespread impact upon the attitudes of the community.

Nevertheless, the gain in information registered by individuals and groups was distinct and sizeable. Two points emerge in this connexion: the first is that the viewers learned well (despite the crowded nature of the programmes) because TV as a medium calls for and, by its very nature, compels concentration; because at no stage did the project give the suggestion of teaching, for, in fact, what the group went through was a slice of a more dynamic but actual group living experience. It was a confirmation of the now universally accepted principle that adult education is a process that is co-terminous with life itself. Secondly, though the "shift" in information might have been more marked had the tele-clubs included a majority of illiterate people, the groups of educated and semi-educated citizens who gained so much in knowledge through these programmes demonstrated a paradox in adult education; adults learn well when they already know something of what is being offered to them; the existence of a baseline both of information and ideas is a help in the process of learning.

A NEW ROLE FOR PROGRAMME PRODUCERS

The programme producers of AIR had the unique experience of being directly exposed to the weekly appraisal of their programmes by the clientele. This does not normally happen in broadcasting. The kind of serious consideration that was given to the opinions of the tele-clubs regarding the mode of presentation would pay dividends in other forms of educational broadcasting also. Without the intervention of advisers, evaluating specialists or advertising bosses the viewer was able to make his influence felt on the programme producer. This was a worth-while gain.

Limited equipment, the one rather low-roofed studio and the small stock of properties and costumes available - all these tended to cramp the style of the producers. But AIR was rather fortunate in not having, for the project, an excessively professional and specialized team of producers. The members of the production team went out of their way to understand the requirements and targets of the project, to play down the techniques and to adjust their professional aspirations to the limitations of the small studio. Undoubtedly the programmes would have gained in subtlety and artistic quality with better facilities and more freedom for the producer to depart from the educational content. But while sophisticated programmes may serve deeper cultural and intellectual needs of the community, they leave untouched those levels in the community which are in need of more basic fare. In India and perhaps in other underdeveloped countries too, the situation is complicated by the fact that producers, directors and other technicians in the mass media have generally the same kind of professional ambitions and background as their counterparts in the West. Their ideas are based upon the productions of western societies, and their professional training, however imperfect, rests on the same outlook. All this makes them sometimes oblivious to the requirements of a society whose needs are different and more straightforward. They tend to feel unhappy with the rather elementary tools placed at their disposal and the rather dull contents chosen for their programmes.

AIR's experience shows that the stress of such a situation can be overcome by inviting producers and technicians to become fellow-educationists and treating them as such. They should be imbued in some measure with the same sense of mission and they should be associated with every aspect of the entire experiment including the appraisal of the economic and cultural needs of the people, the functioning of the tele-clubs and the educational impact of the programme. At the weekly meetings during the project, the producer, the engineer and the administrator were all three present. Any idea of the specialist stepping in only when he had to make his contribution was discouraged. At a time when technicians, educationists and sociologists all tend to form their rather exclusive domains, this kind of teamwork is not without significance.

However, it would be wrong to infer that the producer had only limited room for the exercise of his talents. On the contrary, the task of transforming, so to say, utility ware into attractive and engaging show-pieces called for a high degree of imagination and ingenuity. Indeed that is the challenge of all educational broadcasting. It means frequent editing, dovetailing and rearranging of material. It means also having to manage an uncomfortably large number of amateurs and subject-specialists. Undoubtedly, some of the programmes achieved the balance and blend of education and entertainment that one looks for in such productions. In fact, these programmes open out the possibilities for a new genre of films : that is, the short feature-cum-documentary, which has a story and characters which gives information and states problems and which can be produced at much lower cost than the films produced at large professional studios.

ENTERTAINMENT, EDUCATION AND THE AUDIENCE

Nevertheless, these were not entertainment programmes. Since the audience included not only tele-club members but also casual viewers, there was some disappointment among the latter on this account. A few tele-clubs also complained of occasional dullness. Actually, the first half-hour preceding the citizenship programme was meant to be of general interest and did in fact feature a number of lively items.

The important thing, however, is that in the course of the five months of the project and subsequent continuance of the tele-club programmes, the constant viewers, namely, the members of tele-clubs came to regard TV as an engaging but primarily a serious medium. Whenever a programme bordered on the flippant, there were always protests or expressions of bewilderment from some of the tele-clubs. Tele-club members gathered round the TV set not merely to see something interesting or something that would hold their attention, but also to a have a lively and stimulating discussion. And how can one have a discussion, they would ask, if the programme has no substance in it? Such a programme might be all right for children and invalids but not for adult citizens.

Now this may sound somewhat perverse, particularly to those who have come to associate these media with entertainment only, whether artistic or otherwise. But it is no more perverse than the other extreme represented by those viewers for whom TV (in India, the film) is the means of escape into an unreal world of unadulterated entertainment and amusement. The fact that through planned effort a serious-minded and knowledge-thirsty audience can be built up has been clearly demonstrated by this project and should be a source of encouragement to the professional broadcaster and the social educationist alike. It is, however, relevant to remember that this result could not have been achieved only by the actual broadcasts but that it was a product of the entire process, namely, organized viewing, planned programmes, earnest and serious discussions and the reporting and taking notice of those discussions. Programmes in themselves are not education, nor can they even be said to have a powerful impact. Programmes followed by discussions are the real power.

Could such a body of viewers have been built up, had Delhi already had a regular TV entertainment service ? This is a hypothetical question, and not an easy one to answer. Nevertheless, it is worth considering, since this is a situation that may well have to be faced in some underdeveloped countries which are confronted with tempting offers for the establishment of entertainment TV - commercial TV to be precise - with the proviso that educational programmes would also be included. AIR chose not to adopt this possibility. It has thus been able to build up a small but devoted audience of tele-club members around the community TV sets. This state of affairs, of course, may no longer continue, when a full-fledged and varied TV service is introduced. At that stage AIR - and even more, the authorities and institutions connected with social education - will have to evolve other techniques to retain and enlarge this kind of serious-minded audience. But, at the moment, particularly in view of the limited resources and foreign exchange available, the modest but sure way of beginning with educational programmes and building up a devoted and serious-minded audience, rather than setting up a glittering TV entertainment service with the attendant complex task of pulling out of the general body of viewers a few who would willingly turn to education, has proved itself a wise policy.

AN EXPERIENCE IN THE DEMOCRATIC PROCESS

What has been the kind of citizenship training that this project has imparted to those members of the community who participated in it ? Though some shifts in attitude have been perceptible and though a few brave individuals might have modified their behaviour in minor aspects for short periods, the true gain (apart from increase in information) has been incidental and somewhat unexpected. Conceived as a social education project, it turned out to be also a "community experience in the democratic process". More than one tele-club report stated that a particular programme had clarified their ideas, had given to the members a better perspective of rules and regulations, of duties and responsibilities. In the early stages of practically every one of the five series, the reports registered sharp reactions to the ways of government and authority, but later there was a clear - sometimes grudging - appreciation of the citizens' own rôle. In a sense it was an introduction to the functioning of democracy and to the democratic ideal of the freedom of information. Without the intervention of the elected representatives, the average citizen who cannot easily command space in the columns of newspapers was able to express himself strongly - and generally in an uninhibited atmosphere - on matters that concern his daily life and his relations with authority. What is more, the appearance of police and traffic officers, enforcement staff, municipal doctors and sanitary staff, etc., on the screen brought the citizen face to face with people whom he found to be not only considerate, well-informed human beings, but also conscientious servants of the community who too had difficulties and handicaps to overcome.

To the various public officials and staff portrayed, this was also a worth-while experience. It is thus that dents can be made in the bureaucratic hide ! They had the additional satisfaction (in a few instances) of helping eager groups in organizing follow-up activities. Whatever the external and practical results of this follow-up group action may be, its intrinsic worth as a gesture and symbol of citizenship-participation is undeniable.

CHAPTER II

THE BACKGROUND

SOUND BROADCASTING PROGRAMMES IN ALL INDIA RADIO

AIR's Pilot Project on Television for Social Education at Delhi was also India's introduction to television. The situation was thus quite different from that obtaining in countries with an already established television network designed as a medium of entertainment for private viewers, to which educational programmes must seek admission as an experiment or a concession. In India, there are hardly any private viewers of television. For the people of Delhi television means community viewing and social education programmes. As a background to this particular situation it may perhaps be worth while to mention briefly certain characteristics of radio broadcasting in India.

As a radio (sound) broadcasting organization, AIR is well developed. It is a State broadcasting system under the Government of India. Its regional programmes, national programmes, light programmes service and the news and current affairs have the twin objective of providing healthy and varied entertainment and communicating informative and educational material to listeners of different age groups and sexes. AIR is thus dedicated to the task of preserving and promoting the cultural heritage of this ancient land, providing entertainment for persons of varied tastes, communicating information and news and providing opportunities for education.

COMMUNITY-LISTENING AND RADIO RURAL FORUMS

It is therefore not surprising that programmes for communities have occupied an important place in AIRS's broadcasts. In fact, AIR not only broadcasts nearly 15,000 hours of programmes every year from about 30 different stations especially for the villages but also arranges for the supply of radio sets for community centres located in villages. So far there are nearly 90,000 community sets in India's villages. Indeed, community listening has been a special feature of AIR's activities during the entire 25 years of its existence, although the organization of community listening has undergone various changes during those years. One experiment (and its subsequent extension) which is of particular interest for the purposes of this report was that of the Radio Rural Forums.

In 1956, AIR conducted an interesting experiment in the use of discussion-type radio programmes or Farm Radio Forums organized on the lines of the Canadian farm forums. The experiment, which had a particularly invigorating effect on the communities concerned, covered about 125 villages in the then Bombay State round about Poona. The whole project is described in detail in Unesco's publication *An Indian Experiment in Farm Radio Forums*, but there are certain points of relevance to the present study which might well be recounted here :

(a) The experiment demonstrated that the educational value of broadcasts for adults was increased substantially as a result of the discussions by the listeners. A broadcast that is used as the starting point of a discussion imparts far more information and carries a stronger impact upon attitudes and behaviour than broadcasts that are simply listened to.

(b) Listening, discussion and reporting make broadcasting a two-way process, thus mitigating the benumbing influence which mass communication media may have on the individuality of the listener.

(c) Groups of this kind stimulated free discussion, which is essential to any kind of democratic achievement, and encouraged initiative and collective action in local affairs. Discussion groups could thus even become decision-making bodies.

(d) Organized listening to programmes dealing with problems arising out of economic development projects in rural areas, and the free and purposeful discussion of such projects by the people directly concerned, proved to be an effective means of encouraging community participation in the process of economic development.

In view of the succes of this experiment, over 2,000 more forums were set up in different States of India during the years 1958 to 1961, and it has now been decided to attempt to form 25,000 forums throughout the country during the Third Five-Year Plan. The Ministry of Community Development has shown particular interest in the forums and the possibility of using the Radio Rural Forums to encourage participation in national and community affairs has also been considered by the Government of India. It is, however, understood that the forums are not to be treated as vehicles for propaganda. Their validity lies in their sensitivity to the sincere analysis of real problems.

While in the early days the novelty of the radio meant that every word that came out of the receiver commanded attention, the prolific growth of light programmes in subsequent years led to indifference and serious items lost some of their audience. This made the development of specialized programmes directed towards certain groups and communities a necessity. AIR therefore decided to organize listening groups for women listeners, for whom special programmes have now been broadcast for some time, and also for children and for industrial labour. Early in 1962, AIR had 1,409 listening groups for women, 2,084 for children and 93 for industrial workers. All this experience has demonstrated the usefulness of organized listening even for people living in the highly individualistic environments of towns and cities. It has also shown that groups can be formed even when precise economic motives - such as were present in the case of Radio Rural Forums - are absent. The existence of such groups and All India Radio's practice in organizing them thus provide a valuable nucleus of experience for the television project.

FIRST STEPS TOWARDS TELEVISION IN INDIA

Though AIR is one of the larger sound broadcasting networks in the world, it has been hesitant to introduce television. There are various practical reasons for this hesitancy. The principal one is that the large capital outlay involved (including a heavy strain on foreign exchange resources) and heavy running expenses would, as things are at present, result only in the provision of an additional amenity for the higher income groups in the cities, where TV centres would have to be started. Because of the restricted coverage of TV transmission and because many villages are still without electricity, the vast majority of the population (over 80%) living in the villages would reap no benefit from such an innovation. Furthermore, the foreign exchange that would have to be used to import television sets is more urgently required for industrial and other kinds of development. Until such time as technical progress makes it possible to broadcast TV programmes economically over large territories, and until receiving sets can be manufactured in India, ambitious plans for the expansion of television services will continue to be viewed with circumspection, particularly in view of the fact that large rural communities have yet to acquire radio sets. The number of radio sets in the country is still very small. In 1961, the total was 2,245,548, which is a marked improvement on the 1947 figure of only 275,955. But the population of India is large (430 millions) and of the present total of 2,245,548 sets only 246,233 are in the villages. Priority must therefore be given to broadcasting coverage for the whole country and to the provision of low cost radio receiving sets.

But, as one of the world's leading broadcasting organizations, AIR owed it to its technical and programme personnel to give them the opportunity of first-hand acquaintance with one of the latest developments in mass communication media. At the Industrial Exhibition held in New Delhi in 1955, television was demonstrated for the first time in India. At the conclusion of this exhibition, part of the demonstration equipment was purchased and with it an Experimental Television Unit was set up in New Delhi.

Another factor facilitated the progress in this field. In November 1956, the Session of the Unesco General Conference, held at New Delhi, considered a proposal submitted by the Indian delegation, recommending the setting up of a Pilot TV Centre for the purpose of educational and community development. In its resolution 5. 52 (b), the General Conference authorized the Director-General of Unesco to organize pilot projects in order to assist Member States in "the fuller use of press, film, radio and television for educational, scientific and cultural purposes". This was soon followed by the visit of a Unesco expert who had preliminary discussions with AIR officials and offered some valuable suggestions.

The transmitter and the studio were finally installed in August 1959, and a total of 71 receiving sets were available, 40 of which had been supplied by Unesco.

ALL INDIA RADIO's TV CENTRE AT DELHI

The first TV Centre of All India Radio was thus ready for operation and was formally inaugurated by the President of India on the 15 September 1959. The experimental TV Service, which operated - for the most part with two broadcasts a week - from 15 September 1959 to 16 December 1960, was essentially a curtain-raiser and a laboratory project. But like any worth-wile laboratory project, it had in it the germs of subsequent fuller development.

A brief account of the experimental service would not be out of place here, since the arrangements then made were continued during the main project. The service was operated from a single studio, located on the fifth floor of Akashvani Bhavan (Headquarters of All India Radio, New Delhi), where facilities were provided both for live programmes and for the transmission of films from a tele-cine unit. The equipment consisted of the following items :

1. Television transmitter (SBZ 125) comprising a 500 watt A. M. video transmitter and 250 watt F. M. audio transmitter and control rack.
2. Super turnstile antenna and mast.
3. Two studio image orthicon television cameras together with associated equipment.
4. Two studio camera chains using vidicons and associated equipment.
5. Film camera chain using vidicon.

6. Tele-cine unit with two 16 mm. film projectors and one slide projector.
7. Microwave link.
8. 71 television sets.

On the audio side, one console with three microphone channels was available in the studio. One microphone on a mike-boom was used for audio-pick-up from the acting area in the studio. A tape recorder was used for tape play-back. The dimensions of the studio were 44' x 22' x 10', including the acting area. The total lighting load was 25 KW.

The range of the transmitter at that time was approximately 12 to 15 miles radius, covering the city of Delhi and New Delhi and a few neighbouring villages.

The fact that in spite of severe technical limitations, a reasonably high standard - technical as well as artistic - was achieved and a number of ambitious programmes were undertaken reflects creditably upon the enthusiasm of the staff. The inadequate studio space (acting area 20 x 15 ft.) and the absence of dollies considerably restricted camera movements with the result that sufficient variety and depth in the shots was not always possible. Lack of space also placed severe limits on such normal production requirements as the erection and changing of sets during the transmission and the creation of three-dimension lighting effects. The battery of powerful lights suspended from low ceiling made the studio much too hot during the summer months in spite of air-conditioning arrangements. With only one studio at the disposal of the producers, the rehearsals of eight to ten items for the two "live" programmes per week necessitated additional shifts and longer hours of work both for the technical and programme staff. While these technical limitations hampered production work, they enabled the production staff to evolve simpler and more economical techniques. In the production of dramatized items for instance, economy in production was achieved by avoiding the use of elaborate settings, large casts, frequent changes of scenes and complicated lighting and sound effects.

The operation of the experimental service was the responsibility of the Television Unit which formed part of the Research Department of All India Radio. The total strength of the engineering, programme and administrative staff was 53.

EXPERIMENTAL PROGRAMMES : SEPTEMBER 1959-DECEMBER 1960

The primary object of the experimental TV service being adult education, the programmes were mainly educational and cultural and were designed to cater to the varied tastes and requirements of the heterogeneous audiences of adults and children and community centres. An element of entertainment was included in the programme with a view to providing variety but every effort was made to present programmes in which entertainment and instruction were judiciously blended. Thus the non-educational programmes served as "lubricants" to purely educational items. One-hour programmes were broadcast twice a week, on Tuesdays and Fridays, from 7 to 8 p.m. They included illustrated talks, interviews, discussions, documentary films, plays, variety programmes, features, puppet shows, solo and group dances, dance-dramas, folk, light and instrumental music and specially designed items for children e.g., story telling, puppet shows, mimicry, etc.

The total duration of transmission during the period 15 September 1959 to 16 December 1960 was 156 hours, consisting of 118 hours of live programmes and 38 hours of documentary and feature films.

VIEWING ARRANGEMENTS AND EXPERIMENTAL TELE-CLUBS

Programmes were designed for community viewing and sets were provided for this purpose by AIR at 20 selected centres in and around Delhi (7 in rural areas and 13 in urban areas) which were run by various social welfare and adult education institutions, the Delhi Corporation, government departments, etc. The average viewing audience was estimated at 150-300 persons per centre. The attendance at the rural and sub-urban centres, where the sets were installed in the open and admission was unrestricted, was generally higher than in the town centres where seating accommodation was limited.

At each of the twenty community centres where TV sets were installed an experimental tele-club was formed. The persons in charge of these centres were also given some idea of what tele-clubs should be and an attempt was made by them to form groups of 20 to 25 viewers. A list of guiding points was issued and every tele-club was expected to have discussions after every programme.

It would be idle to claim that the experimental tele-clubs functioned as such in all respects. For one thing, the earlier background of the community centres was primarily that of information and publicity centres for government departments and other organizations, or in some cases of literacy classes. The idea of free and serious discussions on problems of everyday life was altogether new, both to supervisors and to viewers. However, at some places the desired atmosphere was achieved. A greater difficulty was the presence of large crowds at practically every one of the centres. The numbers of people who gathered to view the programmes at the various centres was indicative of the enthusiasm with which the TV service was received by the local population. One of the tele-clubs remarked in its report : "the number of viewers exceeded 1,000 and members had to assist in the control of the crowds and it was not possible to view this programme properly".

LESSONS OF THE EXPERIMENTAL TV SERVICE

During the experimental period, the organization of tele-clubs was beset with many difficulties but the experience gained was useful when the Unesco project was eventually put into operation. It was realized that the viewers and members of the tele-clubs were bound to be persons with urban and suburban backgrounds since the neighbouring villages, strongly influenced by the city of Delhi, had ceased to be rural entities. Secondly, though local leadership was available, the organization of tele-clubs, in order to be systematic and effective, still needed a great deal of planning in the way of detailed and exhaustive instructions and personal contacts. Thirdly, it became clear that tele-clubs in the initial stages would require some assistance for their stationery and other requirements. Fourthly, it was felt that in order to have an impact, the programmes should be prepared sufficiently in advance and should deal with specific problems with the handling of which government officials and specialists from various departments should be associated. A thorough study of those problems in advance both by producers and script-writers was found to be very important. Fifthly, it was realized that the responsibility for school programmes would have to be separated from the responsibility for social education programmes and that the latter might have to provide for both kinds of audience, namely tele-club members and the general public.

CHAPTER III

ORGANIZATION

AGREEMENT WITH UNESCO

The proposal that the Indian delegation placed before the General Conference of Unesco held in New Delhi in 1956 reads as follows:

"In 1957-58 a pilot project will be set up in co-operation with the All India Radio for an Experimental Television Unit to conduct investigations in the technique of transmission, reception and also production, so that the experience gained by this project may be made available to Member States in South and South East Asia."

An agreement which was signed finally in October 1959, provided for a grant from Unesco of 20,000 dollars, of which 9,500 dollars were to help finance programme production, organization of viewing centres and evaluation of results. The remaining 10,500 dollars were for the supply of television receivers, to be arranged by Unesco.

The agreement describes the project as "an experiment for assessing the value of different types of educational television programmes suitable for group viewing in rural and urban communities in such a way that the results of such an assessment may be useful not only for India but also for other Asian countries in the use of television for community education". This objective was to be achieved through (a) production and broadcast of a series of special educational television programmes on such subjects as would improve urban and rural conditions, adult and health education, the promotion of recreational community activities, and the use of various forms of entertainment for community purposes and, in a limited way, supplement school education; (b) formation of group viewing centres for the reception and discussion of these programmes; and (c) a scientific evaluation of the impact of this new medium of mass communication upon the rural and urban communities.

SUPPLY AND INSTALLATION OF TV RECEIVERS

Once the agreement had been finalized, the first step, even before setting up the machinery for the implementation of the project, was to arrange for the supply of television sets. When the first sets were ordered, Unesco obtained specifications and sent some sets for trial in the climatic conditions of India, where they were tested at the Research Department of AIR. At first it was thought that a fair percentage of the sets might be battery operated. But since battery operated sets of the required quality were not available at that time, all the sets obtained were mains operated. Another point that came up during the search for suitable receivers was the possibility of using a wide screen. One such wide screen (4' x 3') was available but it was found that the quality of the picture was not satisfactory. Besides, it was felt that a large screen tended to give the atmosphere of a cinema house. It was therefore decided to use mainly 17 x 21 inch screens.

A team consisting of five engineers and five mechanics and other staff undertook the installation of the sets. In the beginning this team had also to attend to calls for repairs and adjustments, but the work of servicing the sets was later taken over by a skeleton staff.

MACHINERY FOR IMPLEMENTATION AND DIRECTION

Though the TV Social Education Project involved a number of agencies and organizations, the initiative throughout had to remain with AIR. Unlike organizations in other countries where similar experiments had been conducted, the broadcasting organization in India did not just provide the facilities for educational experiment, nor did it restrict its rôle to that of co-ordination. In fact AIR had to bear full responsibility for the implementation of the project from beginning to end. This was partly because AIR has always been regarded as a conscious and active partner in the development of mass education in India; it was also partly due to the very multiplicity of agencies and institutions concerned with social education in the Delhi region. It was felt that AIR, to which the Television Centre belonged, and which, fortunately, was not under pressure to broadcast only entertainment programmes, should take the initiative in organizing the project.

Within AIR itself, the project had to be launched and supervised as a centralized operation. For the purposes of this project, the Research Department had to function as an appendage of the Headquarters of AIR, though in purely technical matters the link with the Headquarters was mainly a device for speedy financial approval. In fact the principal advantage of the centralized supervision was that no time was lost in formally seeking administrative and financial approval.

In October 1960, the machinery for the implementation of the project was set up in the light of the special circumstances mentioned above. At the apex of the organization was a Central Committee for the project, presided over by the Director-General and including all AIR staff concerned with the project. The Central Committee met every fortnight before and during the implementation of the project and though it consisted only of AIR personnel, it kept a watch over the problems that were encountered in all sectors. It was at these fortnightly meetings that the programmes were also reviewed in detail and instructions were formulated. Care was taken to issue these instructions almost as part of the proceedings of the meetings. It was in every sense a Working Committee.

For the planning and production of the 20 programmes, a Programme Planning Committee of 5 members was set up. This Committee worked out the detailed plan of the programmes in the light of the general directions given by the Central Committee and the suggestions received from various sources, including the evaluating agency. For the organization of tele-clubs, it was found that the actual responsibility for the formation of the clubs and their proper running should be shared by AIR, the Social Education Department of Delhi State and the Indian Adult Education Association. Since the process of organizing tele-clubs involved contacts with the public and a measure of flexibility in financial matters, it was decided to make a financial grant to the Indian Adult Education Association and to permit it to engage staff for organizational work and to make payments, where necessary, to tele-clubs without observing the formalities that are normally necessary for government departments in such transactions. The Indian Adult Education Association is a non-official body and it gladly agreed to undertake these responsibilities. The Social Education Department of Delhi State allowed its field officers to function as Regional Organizers of tele-clubs under the Indian Adult Education Association, on payment of a small honorarium. AIR's Tele-Clubs Supervisor acted as a co-ordinating official and in addition to keeping in personal contact with the clubs, provided all the literature and background material that was needed.

For the evaluation study, which is described later in this report, a special Evaluation Committee was set up.

The three committees worked under the overall supervision of the Director-General who held personal consultations with them and received their reports. The fact that high-level centralized supervision and direction was established for the project proved to be of great advantage. It is perhaps reasonable to conclude that co-ordination in the implementation of a project of this kind in a country like India cannot be achieved merely by setting up committees.

Technical and staff arrangements at the TV Unit during the Unesco Project (December 1960 to May 1961) were the same as during the earlier experimental phase. Administrative and financial matters were the responsibility of the Assistant Station Director. On the programme side two special provisions had to be made. Since the twenty programmes that were to be broadcast in connexion with the Unesco Project were a distinct undertaking, the production staff was divided into two groups. One group under the Deputy Chief Producer devoted itself exclusively to these programmes, the other concentrating on the remaining half-hour of the programme. This ensured continuity of planning and expression. Secondly it was found necessary to supplement "live" studio acts by "stills" and short film sequences of actual situations in and around Delhi. For this purpose assignments were given to outside cameramen on contract or on a fee basis as the necessity arose. These sequences were later dovetailed into the main programme.

The personnel that took part in studio "acts" was drawn from two sources: a nucleus of staff artists was engaged by the Unit, and others were given casual contracts. A search was also made for suitable voices from among specialists to present and direct discussions and some really popular TV figures were thus built up.

The programme and administrative staff of the TV Unit during the Unesco Project period consisted of the following:

Assistant Station Director	1
Programme Executives	3
Deputy Chief Producer (Drama and TV)	1
Producer	1
Assistant Producer (Music)	1
Script Writer	1
Announcers	2
Drama Artist	1
Floor Manager	1
Scenic Designer	1
Artist (Visuals)	1
Stage Hands	3
Carpenter	1
Instrumentalists	6
Copyists	2

However, as stated earlier, this was only the nucleus of the personnel engaged on the production of programmes. A number of amateur actors, specialists and other persons were engaged on a fee basis for individual programmes.

The staff on the technical side consisted of:

Station Engineer	1
Assistant Station Engineer	1
Assistant Engineers	4
Technical Assistants	5
Mechanics	5

CHAPTER IV

PROGRAMMES: PLANNING

BASIC THEME AND OBJECTS

During the experimental phase (September 1959 to December 1960) social education programmes were broadcast twice a week. For the purpose of the Unesco project, however, it was considered desirable to have only one programme a week and to fix Friday evening as the tele-club programme evening. It was decided to devise and broadcast 20 special programmes each of half-an-hour duration, every Friday. The total duration of the TV programme was one hour, 7 to 8 p.m., and the first half of this hour was devoted to items of general interest and of interest to children. Some special outside broadcasts such as the "live" coverage of outdoor functions were also included. In the planning of this composite "first-half" programme the policy and methods developed during the experimental service phase were continued. The tele-club programme under the Unesco project covered the latter half hour. The programmes commenced on 23 December 1960 and continued till 6 May 1961. The TV Programme Production Unit placed before itself three basic objects in these programmes: (a) to communicate some new information, facts and figures on the topics chosen, leading to a distinct increase in the knowledge and information of the members of the tele-clubs; (b) to try to influence the attitude of the tele-club members towards certain issues arising from the topics to which the programmes were devoted; and (c) to suggest directions in which groups and individuals could take action and mould their way of life or organize some follow-up activity to influence their friends and neighbours.

The general theme chosen for the Project was "Responsibilities of Citizenship". In the preliminary suggestions which the Director-General gave to the Programme Planning Committee, it was stated that (i) programmes should be built around specific situations relating to the responsibilities of citizenship among the people living in Delhi State and in the villages round about; (ii) in the attempt to impart information and promote attitudes, the programmes should seek to make use of those aspects in which the tele-club members were likely to be particularly interested, such as opportunities for improved income, interest in popular entertainment and cultivation of hobbies. In other words, an attempt should be made to lead the viewer from matters of interest to him to a consideration of the problems that surround him in his capacity as a citizen; (iii) it is possible that some of the problems might sometimes be related to campaigns or specific requirements of the Municipal Corporation, the Delhi Administration and other connected bodies. In any case, an attempt will also have to be made to deal with the actual problems which confront the local population and not so much with imaginary issues; (iv) the programme should generally begin with a dramatized or featurized presentation of the issue, though the techniques would vary from programme to programme. This initial presentation through feature, etc., should be followed by formulation of the major aspects of the issue in such a way as to stimulate discussion among the members of the tele-clubs. The compere who formulates the issues should avoid drawing conclusions, but should only present the problems in a practical and earnest manner; (v) some time should be provided at the end of the programme for answering queries and referring to reports received from the tele-clubs. These queries and reports will naturally relate to produced programmes and are important as a device for the participation of the tele-club members in the programme committees.

FORMULATION OF SPECIFIC ISSUES

These were the basic directions to the Programme Production Unit. But soon it was found that a very detailed preliminary planning was necessary for every individual programme. In the first place it was decided that the general theme "Responsibilities of Citizenship" should be broken up into specific issues. In order to determine these issues, the general sociological background of the members of the tele-clubs had to be examined. Ordinarily, this could have been done only after a preliminary sociological survey of the region. However, the experience of the experimental TV programmes in the preceding one year and a half had given certain clear indications about the types of person who were likely to constitute the members of the tele-clubs under the Unesco project. The members were mostly drawn from the lower middle class of society, whose economy depended upon the city, its big offices, its numerous educational institutions and its business quarters. Delhi is a large city bristling with problems of all kinds, but the members of the tele-clubs were drawn neither from the vast mass of illiterate villagers who constitute the bulk of the rural population of the surrounding villages, nor from the upper middle class who have numerous psychological problems. The members were people of small means, who are hard hit by the rise in prices in a city, lack of accommodation and proper facilities and who are, at the same time, keen to improve their lot and interested in things happening around them. They do not belong to the "dumb millions" category. They are vocal, critical and yet somehow not very constructive in their attitude towards things. They live either in the congested streets of Delhi or in the outskirts; their homes are not very well furnished. Their families are usually large. It will be seen that the audience that this project was to handle was very different from the audience which the Radio Rural Forum Project of Poona was tackling. It was a heterogeneous audience, particularly in the beginning when curiosity drew groups and individuals whose interest was not particularly serious. But the main core of the clubs consisted of earnest and keen individuals. The fact that many of them were serving the Government as clerks did not make much difference to their critical attitude when in the company of fellow-members who were unconnected with Government.

The general theme "Responsibilities of Citizenship" might very well have become a provocation to such an audience. Therefore, in the formulation of the specific issues, care was taken to emphasize not merely the responsibilities of citizens but also the provision of facilities by the State and other authorities. The inadequacy of these facilities is a subject of perennial interest to citizens in a crowded city and in suburban areas where development is often only vaguely planned. At the same time, AIR could not make the programme merely a forum for ventilating grievances and constantly criticizing government and authority. A balance had to be struck and the unfailing corrective to ceaseless sermonizing on the one hand, and thoughtless criticism on the other was, and always is, more knowledge. Facts silence passion. The presentation of facts and figures is also welcomed by the adult citizen as a tribute to his intelligence. Therefore, those specific issues were picked up which provided scope for presenting information that is not normally available or is not generally noticed by the busy citizen. At the same time these were matters which affected the day-to-day life of the people.

The following five issues were selected for 20 programmes and to each issue or topic were allotted four programmes :

(1) Traffic and Road Sense - the general title given to this series was "CHALTI DUNIYA" (Moving World).

(2) Dangers to Community Health - here the title chosen was "HAZAAR NIYAMAT". This is a quotation from Urdu, meaning "Good Health is a Thousand Blessings".

(3) Adulteration of Foodstuffs - this series was called "ASAL AUR NAQAL" (The True and the False).

(4) Encroachment on Public Property - this was given the general title "LAKSHMAN REKHA" meaning "the line that Lakshman drew" (This has a reference to the line that Lakshmana, the brother of Rama, drew, enjoining upon Sita not to cross it on any account).

(5) Manners of a Citizen - this was given the title "GHAR AUR BAHAR". The title was drawn from a novel of Tagore and means "The Home and the World Outside".

Prior to these 20 programmes, there was an introductory programme meant to explain to the members the objects of this series and functioning of tele-clubs.

PREPARATION OF PROGRAMME PLANNING SHEETS

The next step was to give to the producer for each topic or issue a statement laying down the scope of the four programmes and indicating the target. It was considered very important to indicate the target clearly so as to avoid the risk of the programmes becoming too general. It was as well that the ground was thus prepared because later experience showed that in the Programme Production Unit there was a constant necessity to strike a balance between the need for presenting concrete facts and indicating targets, and the urge to produce artistically satisfying programmes with popular appeal. The Director-General held a series of meetings of the Programme Committee in the presence of specialists, experts and consultants. Thus, for the series on traffic, a detailed discussion was held with the head of the Traffic Police and with the organizer responsible for safety measures. Likewise, for the second series, municipal authorities responsible for health and sanitation in Delhi were invited to a detailed discussion. The third series involved the Enforcement Branch of the Public Health Authority and the fourth the Magistracy and the Town Planning Department. The Programme Planning sheets, as the Programme Committee's notes were called, are reproduced below and give a clear idea of the groundwork of all these programmes.

Each Programme Planning sheet was divided into two parts : the first part discussed the educational content proposed for the particular series and the second suggested the forms in which these contents could possibly be presented. Suggestions regarding content were grouped under the heads (A) Information; (B) Attitude; and (C) Behaviour and Group Activity. This was done so that the producer and the script-writer would know what their "targets" were. What was the information that the programmes were expected to convey? What kind of attitudes could perhaps be stimulated through these programmes? What suggestions could be offered for any organized activity in pursuance of the "message" of the programmes?

The Programme Planning sheets - one for every four programmes relating to a particular topic - stated the requirements somewhat in the manner of a prospective house-owner giving an architect a list of the rooms required, their dimensions, uses, etc., and leaving it to the architect to prepare a lay-out that would incorporate those requirements in whatever order or manner he thought fit.

The fact that the producers and script-writers did not feel fettered by these suggestions can be clearly seen from a comparison of the sample scripts reproduced in Annex I with the corresponding planning sheet. A perusal of the planning sheets would, however, give to the reader - as it did to producers and script-writers - a fairly comprehensive picture of the problems of Delhi City and its neighbourhood in respect of traffic, public health, town-planning and citizens' behaviour. They constitute a kind of survey and at the same time a kind of curriculum for good citizenship.

TEXT OF PROGRAMME PLANNING SHEETS

Programme Planning Sheet on the subject "Traffic and Road Sense" (Chalti Duniya)

Educational Content of the Programme

In these programmes an attempt will be made to acquaint the citizen with the problems of traffic in and around Delhi, and to promote the right attitude towards traffic rules and encourage group activities that would help such an attitude.

(A) Information

(a) Types of road-users, e.g., pedestrians, four-wheel, three-wheel and animal-drawn vehicles, automobiles, etc.

(b) Licensing of vehicles, authorities responsible for the licensing of different kinds of vehicles, the fees and the procedure prescribed. Explain also how cars, trucks and taxis are numbered and the restrictions imposed on various kinds of licensed vehicles.

(c) Traffic laws of Delhi State and the restrictions imposed by these laws and the arrangements prescribed. In particular, explain the laws in respect of (i) use of roads; (ii) speeds; (iii) signals and turning; (iv) lights and night driving; (v) parking, etc.

(d) Accidents, their causes, how they can be prevented and action to be taken in the event of an accident by (i) persons involved in the accident and (ii) passers-by.

(e) Statistical data on traffic problems in and around Delhi. These facts and figures may relate to the topics mentioned above and also any other relevant aspect.

(f) Addresses, telephone numbers, locations, etc., of the authorities who should be contacted in the event of accidents or to whom complaints and requests for help and information should be made.

(B) Attitude

(a) The proper attitude of citizens towards such matters as (i) knowing the legal provisions in respect of traffic problems; (ii) considering rules as applying to the community as a whole even though they may not suit certain individuals; (iii) regarding the violation of traffic rules being just as reprehensible as offences against other laws.

(b) Attitude towards the staff which enforces traffic rules and towards the authority which prescribes these rules. Should the attitude be one of fear, of respect or of defiance? What difficulties are encountered in promoting the right attitude towards enforcement staff? What difficulties may be experienced by such staff itself?

(c) Attitude in situations where one is not directly or immediately involved, e.g., attitude of passers-by towards accidents; attitude of citizens in aiding or abetting violation of traffic rules. Why are such practices wrong and how can they be corrected?

(d) Road courtesy and manners. How to give way to traffic from behind, how to show one's sense of gratitude, the value of patience at times of traffic congestion, etc.

(C) Behaviour and Group Activity

The programmes will suggest the possible steps which the listening groups could take in order to utilize the information and to encourage the attitudes set forth in the TV programmes. The groups could, for example (a) invite traffic officials to give talks and answer questions in their localities; (b) distribute pamphlets, posters and literature issued by the Traffic Department of the Delhi Police; (c) discuss with other people and explain to the members of their family, children, etc., the information obtained from the TV programmes, and (d) participate in or organize a campaign on any particular occasion.

Presentation

The educational content of the programmes will not necessarily be covered in the television programmes in the order given above. The items and the information relating to them will be dispersed throughout the programmes in a manner which would make them psychologically appealing and which would hold the attention of the audience. Thus a programme may be built around 3 or 4 persons, each of whom is a road-user of one kind or another. The story of one day in their life may be traced on the Delhi roads. Even a dramatic meeting of them all at some critical moment might be visualized.

Without interrupting the thread of the story the programmes will every now and then lead the viewer to some concrete information, facts and figures included under the head "Educational Content"; the various turns in the story can be used as pegs to hang items and information upon. Information may also be presented through charts, "stills", filmstrips, films and dramatic situations.

The programmes will not overlook the common complaints and grievances of the citizens; otherwise the emphasis on responsibilities will carry little weight. The real object of the programme, however, is to emphasize the citizens' responsibilities and viewers should not see it merely as a forum for airing their grievances.

Traffic officials as well as road-users may be interviewed and some shots may be taken of actual situations on the roads.

Programme Planning Sheet on the subject "Dangers to Community Health"(Hazaar Niyamat)

Educational Content

The problems of community health in and around Delhi will be presented in the context of the life of the citizen as an individual, as a member of the family, and as a member of the larger community.

(A) Information

(a) Explain the health laws that operate in and near Delhi. Which authorities (Central, State or Corporation) are responsible for these laws? How do these laws differ from each other and at what points do they touch the life of the people? What are the arrangements prescribed for preventing the violation of these laws and rules?

(b) Name the health authorities and the areas of their work in Delhi State. Give some details concerning the enforcement staff and their functions. How should this staff be used?

(c) Facilities and amenities available to the public (i) vaccination, inoculation, etc.; (ii) maternity and child welfare; (iii) sanitary inspectors; (iv) dispensaries and hospitals; and (v) removal of night soil, cleaning of roads, etc.

Explain also how the citizen can help to ensure the full and proper utilization of these facilities.

(d) Family and environmental hygiene. (i) Explain the manner in which individuals can help in keeping the house, the street, public places, picnic spots, etc., clean. Explain the proper and improper uses of public drains. (ii) Diseases and how they spread. (iii) Care with regard to food and drink. Explain practices that are dangerous, preventive and remedial action, etc.

(e) Statistical data on the various topics listed above. Explain also new measures proposed by the authorities.

(f) Give addresses, locations, telephone numbers, etc., of the authorities whose help should be sought or to whom complaints should be made.

(B) Attitude

(a) Analysis of the attitude of local residents towards vaccination, inoculation and hospitalization. Dangers of generalizing on the basis of one or two experiences.

(b) Attitude towards the health staff, towards sweepers, sanitary inspectors, vaccinators, high officials, etc. Necessity for giving them co-operation and making use of their services.

(C) Behaviour and Group Activity

(a) Is it possible for the tele-club to set up a health committee or treat itself as one for its own locality? Such a committee can enable the people living in the area to make full use of the facilities and amenities offered by the Corporation.

(b) Distribution of health literature obtained from the Health Department.

(c) Passing on information to members of the family and others.

(d) Organizing local health exhibitions and participating in health campaigns.

Presentation

The problems of community health in the congested area of Delhi City as well as in slum areas are highly complicated and the programmes will not seek to over-simplify the issues. It is true that in the congested localities on both sides of Chandni Chowk, for example, even citizens with the best of intentions may not be able to do much because of the faulty drainage systems and the crowding of the houses. Nevertheless the programmes will endeavour to show how the responsibilities of citizenship can be discharged even within limitations such as these.

Here again, instead of a lecture-like sequence of items of information, the story of a family could be traced from dawn to sunset and realistic situations be reconstructed and interspersed with facts and figures presented through charts, filmstrips, diagrams, etc.

Programme Planning sheet on the subject "Adulteration of foodstuffs, drugs, etc." (Asal Aur Naqal)

Educational Content

In these programmes the object will be to expose the dishonest practices of those who adulterate food and to outline the various laws and restrictions concerning such practices. It is however not expected that the programmes will necessary result in a change of heart by the "villains of the piece".

(A) Information

(a) Kinds of adulteration practised and the techniques employed.

(b) Harmful effects of the adulteration of drinks, food, drugs, etc., on the health of the population.
(c) Laws and punishments prescribed by various authorities and the procedure for the enforcement of law. Give examples of how adulteration is detected and how checking is carried out.
(d) Statistical data on these topics.
(e) Addresses, telephone numbers, locations, etc., of the authorities to be contacted.

(B) Attitude

The programmes will analyse the attitude sometimes adopted - even by otherwise law-abiding citizens - towards offenders in this respect, and the way in which such attitudes may perpetuate or facilitate the offence. The reasons for these attitudes will be analysed and reference will be made to the difficulties experienced by law-abiding citizens as a result of threats by the offenders.

(C) Behaviour and Group Activity

An example of how shopkeepers in certain localities have joined together to organize the manufacture of certain kinds of foodstuffs on a co-operative basis in order to ensure conformity with proper standards of purity. The possibility of similar co-operative ventures being undertaken under the sponsorship of the tele-clubs would also be hinted at.

Presentation

These programmes may well be presented as a crime story, in which case the producer's problem will be to prevent the interesting picture of the criminals from overshadowing the portrayal of the dangers to society and, what is even more important, the need for citizens to organize themselves against such anti-social activities. The ingenuity of the law-breakers should not elicit admiration from the viewers. The programmes will have abundant human interest but care will have to be taken to avoid sentimentality.

Programme Planning Sheet on the subject "Manners of a Citizen" (Ghar Aur Bahar)

These programmes, which may be given the general title of "Ghar Aur Bahar" (Home and the World), from the title of a famous novel by Tagore, will outline the qualities of a good citizen in the home, in the neighbourhood, on the roads and in public places.

Educational Content

(A) Information

(a) Good manners as set out in the ancient books of India. The qualities of a Nagarik (citizen) and the standards of behaviour expected of him in ancient times. The impracticability of following some of these injunctions in the modern world, but the validity of the basis.
(b) Changes in manners and courtesies of life from generation to generation. The effect of mechanization and industrialization. The new position of women. The concept of equality among different sections of society. The results of the change-over from feudalism to democracy.
(c) Places and occasions for good manners:

(i) Habits affecting neighbours. Here, mention will be made of noise, such as playing gramophone records on the loud-speaker at all hours of the day and night and particularly on the occasion of weddings, festivities, etc. Other examples of inconsiderate behaviour are letting the tap run regardless of the convenience of other people living in the building; throwing trash on the street outside to the annoyance of neighbours, prying into the affairs of the neighbours, entering other homes without knocking, talking very loudly, etc.

(ii) Manners in public places. Formation of queues, attitudes towards women, throwing trash on the road, standing aimlessly in corridors of public buildings, smoking to the inconvenience of others, not closing doors after opening them, not washing the sink in the public bathroom, drying clothes in public places, scribbling on the walls, spitting, not extinguishing cigarette ends, etc.

(iii) Manners towards tourists and visitors to the city. How the number of tourists in Delhi has gone up. What is the object of tourism? What is the importance of it to Delhi? Examples of improper behaviour towards tourists. Indifference towards foreigners asking the way to a particular place. Taxi drivers misleading tourists. Speaking with foreigners in an amiable way. Prestige of the country involved in selling genuine articles to foreigners. Beggars surrounding tourists, etc.

(iv) Good manners at home. Manners at the table. Habits of eating have changed and it seems necessary to adopt some clean habits from foreign countries without giving up our own good habits. Consideration for other members of the family. How to receive guests, etc.

(d) Public demonstrations and protests: How they are conducted in modern democratic countries.
(e) Municipal laws and instructions of District Authorities in respect of the use of loud-speakers, etc.

(B) Attitude

(a) Outspokenness is often confused with indifference to manners. The two are distinct. It is possible to be strong-minded and yet to have perfect manners.
(b) Good manners involve consideration for others and some inconvenience to one's self. It is easy to be unselfish in big or theoretical matters but in day-to-day life one tends to overlook this principle. How can the considerate attitude be fostered?
(c) Manners begin at home and at the school, but it is never too late to learn. People often resent the advice of those who point out their defects. Is it not possible to appreciate such advice?

(C) Behaviour and Group Activity

(a) The programme may suggest that the groups should prepare mottoes and charts to be hung at clubs, schools, and public places in their locality explaining manners of different kinds.

(b) The groups may also organize campaigns for good manners in their respective regions, particularly with regard to outsiders and visitors.

(c) The groups may have an informal discussion exchanging their experience and referring to specific instances of want of manners among themselves and their friends.

[N.B. No suggestions regarding presentation could be given for this series. Different techniques were used for the four programmes : the family story, the narrator giving illustrations, the situation technique, etc.]

Programme Planning Sheet on the subject "Encroachment on Public Property and Town Planning" (Lakshman Rekha)

Educational Content

The four programmes on this subject (which will be given the general title of "Lakshman Rekha") will seek to acquaint tele-clubs with the deeper implications of the practice of encroachment on public property and with the essentials of town planning in relation to the situation in Delhi.

(A) Information

(a) The kinds of public property in a big city like New Delhi and in the villages round about and the authorities concerned with such public property : Delhi Development Authority, New Delhi Municipal Committee, Delhi Municipal Corporation, Central Public Works Department and Village Panchayats. Most citizens do not know which public property concerns which authority and the basis of such ownership and its implications.

(b) Motives behind encroachments on public property by individuals or installations. The following motives are to be observed: (i) Commercial use and trade. For instance, a coal depot may use a portion of the road or a milkman (gowala) may enclose a public way and keep his cattle there. Sometimes, the area thus occupied may have to be reclaimed and there may be conflict between the profit-motive of an individual on the one hand and public interest on the other. (ii) Some encroachments result from genuine private needs but are nevertheless intentional. Thus, labourers, slum-dwellers, etc., in certain parts of Delhi need accommodation and deliberately put huts on public land. There are also people who build the porticos of the houses out over the road. (iii) Again there are some encroachments which are unintentional. A person may have been using a piece of vacant land for years before he discovers that it is public property which he has no authority to occupy. (iv) Some encroachments are also made in the name of religion. Small shrines are often started around peepul trees.

These encroachments should be discussed in their proper perspective and some distinction will have to be made between intentional and unintentional encroachment or between encroachments for commercial purposes and those for private convenience.

(c) What are the laws governing the encroachment on public property, the consequences resulting from the violation of such laws, the agencies appointed to enforce compliance with these laws and by-laws and also the agencies empowered to try such cases and to punish the offenders? There are certain special laws in the Delhi State and also by-laws and rules framed by the local bodies. Both these categories will be explained. Reference will also have to be made to the demolition squads, some under the District Magistrates and some under the local bodies.

(d) The notices which are given before demolition or action under the laws, and the time required for the purpose will also be explained. How the authorities take into account the convenience of the individuals will also be brought out. At the same time, the factors which may delay the eviction of illicit occupants will be explained. Thus, there are certain civil laws to which a citizen can make an appeal. What is the basis of such civil laws and is there need for modifying them?

(e) Prevention of encroachment on public property necessary for civic development. Even if an encroachment causes inconvenience to individuals, the general and larger interests of the people demand the rectification of the situation. What are these larger interests? (i) Local improvements in different parts of the City. These include widening roads, provision of direct access to property, construction of drains, construction of schools, police stations, post offices, etc. How are these improvements planned and carried out and who are the authorities responsible for them? How can a citizen press for such improvements? (ii) Master Plan of the city. The city of Delhi needs a Master Plan. The original city was built for 60,000 people in the 17th century. Since then, there has been a terrific increase in population, particularly since partition. Secondly, the traffic has become heavier and more complex and varied; more people have now acquired cars, scooters, cycles, etc. Thirdly, modern sanitation and running water supply are basic amenities claimed by all sections of society. Fourthly, public amenities like dispensaries, schools, parks, playing grounds, marketing centres, have now to be planned and located in relation to the distribution of population groups. The concept of self-contained communities is basic for a large city like Delhi. Fifthly, the town is making inroads into the neighbouring villages where changes are inevitable. It is better to plan the suburbs and the villages properly. On all these grounds, therefore, a Master Plan for Delhi has become unavoidable.

What are the salient features of the Master Plan? How does the Master Plan affect existing localities?

The programmes will incidentally give examples of town planning from history, such as Mohenjodaro, Taxila, Jaipur, Chandigarh, etc. Some interesting information about town planning in foreign countries should also be given.

(B) Attitude

(a) Identification of individuals with the interests of the city as a whole. Is it possible for individuals residing in a large city like Delhi to identify themselves with the metropolis, and have a sense of pride in the character of the city, in its improvement and in the impression that it makes upon outsiders? Formerly, there was a class known as Delhi-walas, persons whose families had been living in Delhi for centuries. They are in a minority now. Is their association with the city mainly an attachment to the distinctive mannerisms, traditional festivities and food that were characteristic of Old Delhi? Is the Old Delhi-wala less inclined to encroach on public property and is he more interested in town planning? Another category of citizens consists of new-comers to Delhi from the Punjab, particularly displaced persons, many of whom have brought new industries, trades and activities to Delhi and have also remade their lives there. What is their attitude towards their new home? Do they regard it as a home of which they should be proud? Thirdly, there is the large group of officials, most of whom have come from different parts of India and who constitute the metropolitan section of the population of Delhi. They do not strike root in Delhi and yet they spend most of their lives here. Do they regard themselves only as beneficiaries or have they shown any sense of responsibility in, say, developing the park in their locality or keeping it clean, etc? (Contrast this with the attitude of some of the foreign Embassy staff who in some public places have made little gardens and parks? Fourthly, Delhi has a large floating population of labourers, wage-earners, etc., who seem to have a temporary existence very much like the birds of pasage that spend each night in a large banyan tree. What is their attitude towards the city? The analysis may show that the identification of individuals with such a large metropolis is not a practical proposition. What is then the alternative? One possibility seems to be identification with the Mohalla or the locality, or the local suburban or rural unit. This kind of identification can be found in other countries. It might be encouraged through a sense of healthy rivalry.

(b) Attitude towards various laws, regulations, official orders in respect of encroachment on public property and of town planning. How attitudes differ when one is personally involved and one is not so involved; how passive attitudes hinder the work of the authorities.

(c) Attitude of the social worker of the locality. One of the difficulties of the social worker is that his advocacy of the public interest sometimes makes him unpopular among the local people. Is such a social worker serving the genuine needs of the people? The human side of this issue.

(C) Behaviour and Group Activity

(a) The programme may suggest that the group should obtain from the Delhi Development Authority copies of charts and maps, etc., of the Master Plan relating to their respective localities. These could be discussed in detail and the results of the discussion and suggestions conveyed to the Delhi Development Authority.

(b) The group could obtain copies of the rules, regulations and by-laws regarding encroachment and planning and could explain them to the other sections of population in their locality.

Presentation

The problem of presentation in these programmes will be how to foster a sense of concern for the development of the city in the face of the much stronger factor of immediate self-interest. One approach might be to imagine a team of 4 or 5 young college students, each coming from one of the distinctive elements of the Delhi population, i.e., old Delhi-wala, the displaced person, the official class, the floating element; this team of Delhi students goes to see some ruins and also some old well-planned cities like Jaipur and incidentally sees pictures and plans of some of the cities in foreign countries. On coming back to their respective places of residence, they are struck by the contrast with what they have seen. In their efforts to understand the problem of bringing about local improvements, they come up against various human considerations. They also come to know the different authorities, laws, etc. Their minds are enriched even though they may not be able to do anything effective themselves. There may be other approaches, but in these programmes there will be a good deal of information to be imparted and some skill will be needed if the human approach is not to be overlooked.

[N.B. In actual production the suggestions above regarding presentation were not followed. The very multiplicity of useful and interesting information to be imparted, necessitated the use of the narrator technique. A continuous story would have taken too much time and might have been a distraction.]

CHAPTER V

PROGRAMMES: TECHNIQUES AND EXAMPLES

SELECTION OF MATERIAL AND SCRIPT-WRITING

As was emphasized in the preceding chapter, the Programme Planning Sheets were far from being a restriction upon the producer. On the contrary, they acted as a stimulus and also defined his course of action. In the first instance, the producer worked with the script-writer in drawing up the outline of the programme and deciding on the story element to be introduced. He then visited various localities in Delhi in order to collect material for the programme from personal interviewers and from his own observation. He also visited the government officers concerned with those problems and took notes.

It was decided not to follow the usual broadcasting classification of features, talks, plays, etc. Practically every programme included all these elements. For both programme and technical reasons, it was found that a more organized presentation with a deeper impact would be possible if the principal element in the programme consisted of studio dramatization. In other words, there was a blending of studio "acts" and actuality reporting. Actuality reporting and shots and stills were used by the script-writer and incorporated in the studio drama. There were a few stills, particularly in the series of programmes on encroachment on public property and on public health. Some photographs and a few film shots were also introduced in the programmes on traffic. But by and large, reporting was incorporated mainly in the informative inserts. There were, however, some programmes in which the emphasis was more upon drama and some plays in which factual information predominated.

More than one writer was commissioned to do the scripts. This resulted in a variety of approach which made the programmes more interesting to the viewers. In fact, one script was not even specially written for the series. It was noticed in a magazine and found to be an excellent basis for one of the programmes in the series "Home and the World Outside".

PROGRAMMES BUILT AROUND STORIES

A perusal of the scripts discloses two styles. First, there are programmes in which the story was predominant and information was conveyed through the dialogue of the characters. Usually, episodes - either imaginary or based upon fact - from the life of typical Delhi families made up the story. The dramatic interest in such scripts was more pronounced. At the same time, it was difficult for the script-writer to avoid putting into the mouths of some of the characters speech so packed with facts and exhortations as to appear at times unnatural. This was a challenge which in some cases was cleverly and effectively met by the script-writers. Thus in the first four programmes concerning traffic problems ("The Moving World"), a lively element was provided by introducing a stock character. He was named "Shanka Prasad" a name which could very well be translated as "Doubting Thomas". Shanka Prasad was a lovable character, a little eccentric, always curious, a person who began with much cynicism, and eventually became a real link between the family and the well-informed official. He provided the comic element and at the same time was the main vehicle for information. Some of the serious-minded viewers felt a little irritated with what were considered to be the pranks of Shanka Prasad but their number was small. In fact, when Shanka Prasad had to be given up for the next series, there was some regret and he had to be brought back in a subsequent series.

In some plays, however, officials like food inspectors, doctors and nurses, were brought into the main body of the plot. This was no doubt a strain upon participating officials, for they had to "act" what they were doing in actual life. But it gave to their exhortations and to the information that they imparted a touch of reality which was lacking in other situations in which actors took the rôle of officials. In the story-dominated programmes, one other device was tried, not without success. This was the introduction of abstractions like diseases, habits and vices, etc., as characters in the drama, somewhat like the characters of Bunyan's Pilgrim's Progress. In a programme on health and sanitation ("Hazaar Niyamat") the court of the mighty king, Death, was shown, and characters such as Tuberculosis, Cholera, Typhoid, etc., appeared in the play along with Superstition and Doctor. In the Indian dramatic tradition, plays of this kind are not uncommon and in the middle ages there was a famous play, "Prabodh Chandrodaya", in this style. However, while this kind of presentation was an excellent diversion for the producer and excited the viewers, it was not found to be as popular as the more homely stories.

NARRATOR-DOMINATED PROGRAMMES

The second approach to the problem of presenting information while sustaining interest, was that of the narrator-dominated programme. In the series on Encroachment on Public Property ("Lakshman Rekha"), the idea of giving a single story in one programme was given up. Instead, the narrator spoke directly to the viewers and, in between, his observations were illustrated by visual images, small scenes from families and the life of people, and stills, diagrams, etc. This was a more straightforward approach and naturally depended upon the personality of the narrator. A number of tele-clubs liked these programmes because there was less make-believe about them. The narrator went straight to the point and when he gave illustrations, viewers found them acceptable even when they were studio-acts. These small intervening scenes were not all from the life of the same family. They were like "stray pickings" of the camera. In a flash, they brought out the main point and enabled the narrator to switch on to the next stage.

One additional advantage in the narrator-dominated form was that the writer was under no pressure to carry the story to a climax. The building up of a plot was not the main consideration. It was thus possible to incorporate in these inserts all kinds of relevant programme material. Film cuts could be introduced freely.

It would be neither fair nor correct to say that one form was more effective than another. But two conclusions seem to be justified. First, some kind of story element or dialogue with dramatic interest, carefully devised and enacted in the studio, enriched the programmes and enhanced their appeal. Secondly, as the project progressed, the tele-club members became more discriminating and looked for the authentic touch. They all wanted drama but only to the extent that it could amplify reality. Make-believe and exaggeration began to be rejected.

OTHER CONTRIBUTORY FACTORS

The scripts, of which one example is given in Annex I, constituted the main body of the programme. But these scripts do not include another important ingredient, which was the contribution made by the consultants and specialists who appeared in the studio before and after and sometimes during the main performance. A very large number of consultants played an important rôle in these programmes. In some cases, the consultants themselves were the comperes. In other cases, the compere was shown having a discussion with the consultant. Usually, the programme opened with the compere introducing the subject and the expert. Then the main story was presented and in between, and afterwards. The compere took the viewers again to the expert.

The comperes, particularly in the later series, emerged as favourite characters of the tele-clubs and some of them became TV personalities whose words carried much weight. When one of the comperes was not available consequent upon his transfer out of Delhi, many tele-clubs expressed disappointment. Some of the specialists and officials were "finds" as TV personalities.

The language used in these programmes is the Hindi spoken in and around Delhi, which includes a fair proportion of Urdu words and expressions. The experts who appeared in the programmes were free to use English terms. In fact, several experts belonged to States where Hindi is not the regional language. Thus, the very restricted coverage of the low-power TV transmitter solved the problem of language which usually arises in respect of the media of mass communications in India.

By professional standards the production was of a satisfactory quality. Producers did not, of course, have sufficient room for sophisticated and highly imaginative camera work or settings. This was partly due to the fact that there was only one studio and two camera chains. But mainly it was the result of a deliberate policy to restrict the budget and to make the technique as simple and as dependent upon the script as possible. The producers and the engineers must be commended for the high degree of ingenuity, they managed to display within these limitations. In the same small studio, sometimes scenes of homes, streets and gardens were effectively shown in a single programme. In the dovetailing of one scene into another, the superimposition technique was occasionally tried with good results. Nevertheless, the emphasis was mainly upon close-ups which heightened the effect of the dialogue and the quality of acting.

CHAPTER VI

FORMATION AND FUNCTIONING OF TELE-CLUBS

GUIDE TO THE ORGANIZATION OF TELE-CLUBS

Earlier experiments in organized viewing had shown that the initiative for the formation of viewing-cum-discussion circles cannot ordinarily be taken by the people themselves. TV, as a novelty, would attract curious viewers but consistent interest could not be taken for granted. In fact, one of the objects of projects of this kind would seem to be to foster an active attitude towards sources of information and towards communication that stimulates intellectual activity. In Delhi the section of the population which provided the bulk of the membership of tele-clubs is used to newspapers, posters, films and publicity. Therefore, right from the beginning, it was considered necessary to link television with the idea of tele-clubs. This could not have been achieved by merely talking in general terms of the advantages of this kind of viewing-cum-discussion group. A Tele-club Guide was, therefore, drawn up on the basis of the experience gained with the experimental TV. This was a guide for the organizer as well as for the office bearers of the tele-clubs.

The Guide began by answering the question "What are Tele-clubs?". A tele-club, it was stated, is an informal group with about 20 members who wish to view TV programmes in order to learn something worth while from those programmes and, if possible, to use some of the information thus gathered in their daily lives. The tele-club is not a committee appointed by the Government and it has authority of its own. It is not meant for people who are interested only in amusement. It is intended to be a kind of education centre for adults but with none of the formality that one associates with adult education centres. The means of education are two, namely the programme broadcast on the TV and a free and serious discussion based upon the points arising out of the programme. However, members of a tele-club do not necessarily stop at discussions. In some cases, the group might organize a useful activity in pursuance of the ideas and suggestions emerging from the programme and the discussions. The three elements in the programme of a tele-club thus are the TV broadcast, the resultant discussion and, finally, the follow-up activity.

The Guide then proceeded to explain how tele-clubs were to be formed. Since TV sets were not available on the market (there being no imports of TV sets in India), receivers could only be obtained from the stock that AIR had received from Unesco and other sources. AIR decided to entrust the sets to certain institutions and government departments. These were the Social Education Department of the Municipal Corporation, the Social Education Department of the Delhi State, various private bodies engaged in adult education activities and social welfare, and colleges and higher secondary schools considered to be specially suitable for this work. Seventy-one sets were distributed among these institutions and departments. It followed, therefore, that the responsibility for the formation of tele-clubs had to be given to these institutions and authorities. Each of these institutions nominated one or more organizers, who enrolled members with the help of the Tele-club Supervisor of AIR.

Some practical hints for organizers were given in the Guide. The ultimate choice of the members lay with the organizer but he had to make his choice not in the manner of a person in authority distributing favours but as one whose aim was to bring together men and women of like background who would enjoy being members of a club. The organizer was therefore expected first to gain an acquaintance with the life and background of the people living in the area in which the tele-club was to be established and also to get to know some of the leading people in the locality. This could be done by personal conversations and by inquiries from people of different kinds. The organizer would visit people in their homes and talk to them in an easy manner. He would also contact any committees, co-operative societies, office bearers of community centres and persons connected with educational institutions in order to establish good relations with them. He would also seek the co-operation of influential people in the area and take any advice they offered into consideration. This was not to imply that such people should be given any particular influence in the tele-club. The purpose should be mainly to guard against any hostility arising out of a sense of neglect or discourtesy.

The next problem facing the organizer would be the criteria for membership. The Guide made it clear that as far as possible adults and persons who are engaged in some profession or other should be enrolled; in other words, the club should not just be a group of young students. It was also pointed out that the age groups from which members are drawn should not be too varied, since old people together with young men and women in one group cannot have a free exchange of ideas. Further, from the point of view of vocations, the club should be a mirror of the society of the region. At the same time it was recognized that men and women from similar strata of society would be more likely to get on well together in the tele-club because there would be no sense of inferiority. The organizer was to take particular care to exclude persons who are impatient to express themselves but indifferent to what others say. Those known to have fixed and rigid views were likewise to be avoided. Again, people hoping to use tele-clubs as a means of getting access to government officers for personal advantage were to be told frankly that the membership of a tele-club was important in itself as a source of knowledge and not as a source of personal influence. Persons who were critical of everything and had a cynical outlook would not also make good members. The Guide made it clear that while educated persons would be welcome to clubs there should be no attempt to exclude illiterates. What counted most was experience of life, the ability to think and express one's self and the desire to work out new ideas, and not necessarily high educational qualifications.

The organizer was advised to talk with different people and to prepare a list on the basis of the suggestions received, carefully avoiding any kind of election atmosphere. The number of persons included in the preliminary list might have to be considerably more than 20, so as to allow for possible refusals. The organizer would then invite to an informal preliminary meeting persons included in his list and would explain to them the objects of the tele-club and the way it should be worked. The list of the members could more or less be finalized at this meeting. The convener and the chairman of the club would also be chosen at this meeting. The Guide warned against holding elections for these two offices. Instead, as a result of his earlier informal talks and the behaviour of the people invited to the preliminary meeting, the organizer was expected to have formed some idea of the suitability of the persons considered. A register was to be opened at this preliminary meeting, the members were to be given their badges and the club was to receive its stationery and other equipment.

In explaining the duties of the convener, the Guide made it clear that the convener should be an educated person as he would be required to send the report after every discussion. He should also be enthusiastic and prompt. It would be his duty to maintain the register of the tele-club, receive the programme bulletin sent by AIR and place it before the club and be responsible for filling up the report form, etc. All this work was to be done on a voluntary basis. However, for stationery and the correspondence that the convener would have to carry on with the organizer and the Tele-club Supervisor of AIR, a small sum of money was to be provided.

The chairman of the tele-club was expected to take the initiative in the discussion and to conduct it smoothly. He would need to be a person who commands a hearing and who has sound judgement and a progressive outlook on life. He need not necessarily be educated but would have to be respected by the members.

The organizer was expected to supply the registers, report forms, stamps, etc., to the tele-club. After the club had been formed, he was to send all particulars to the Tele-club Supervisor of AIR, who would thereafter arrange to send the monthly (later fortnightly) programme bulletins and other papers to the convener.

VIEWING ARRANGEMENTS

In the beginning, it was necessary for the convener to give previous notice of the meetings of the tele-clubs, either by word of mouth or by means of a notice on the notice board. For the meetings of the tele-club, the members were expected to arrive and take their seats at least 10 minutes before the TV programmes began. The convener would receive the members and show them to their seats. The seats nearest the TV sets were to be reserved for the members. The guide book stressed the fact that the seating arrangements should be such as to make the members feel equal; some members sitting in chairs and the others on the ground would not be a good arrangement. Nor were the members to be seated in rows one behind the other as in a classroom. A circular seating arrangement was to be preferred so that all could participate in the discussion.

Separate arrangements were to be made for spectators, some of whom were "gate crashers" and some invited. (Later on some tele-clubs decided to issue admission permits for non-members who wished to see the programme. This arrangement worked out satisfactorily at clubs located in higher secondary schools but not so well elsewhere).

It was the responsibility of the convener to switch on the TV set and to switch it off. (The TV Unit of AIR arranged for a special training to be given to the conveners in the operation of TV sets). The guide book even went into such details as the switching off of the other lights in the premises, the observance of silence, particularly by spectators, etc. Before the programme came on the screen, the convener would read out the brief write-up on the programme from the programme bulletin sent by AIR. He was, however, not expected to make a speech or to express his own ideas regarding the subject matter of the programme at that stage.

After the programme had been watched in silence the chairman requested the non-members to leave the premises and would place before the members the salient points arising out of the programme. These salient points were already outlined in the programme bulletins supplied by AIR.

DISCUSSION AND FOLLOW-UP

At the discussion, the members were called upon to speak in turn. It was suggested that the first part of the discussion might perhaps be devoted to statements by the members on any new information that they had obtained from the programme. Then would follow comments, criticisms, suggestions. Finally, the discussion should be turned to the implementation of any suggestions and new ideas arising out of the programme. Thus, the discussion was to be a measure of (a) any increase in information and knowledge on the part of the members; (b) the attitude of the members to the particular problem, and (c) the possibility of any group or individual action in pursuance of the new ideas.

The convener would then note down the proceedings in the Register and prepare a report. In writing the account of the discussion, he would refer in detail to any conclusion that the members had formulated. He would also mention any doubts and criticisms that were voiced. The convener was advised to consult the chairman and any important members when writing out the proceedings so that the account would not become a purely individual reaction. The same night or the following day, the convener would send a copy of the proceedings to the Tele-club Supervisor in AIR.

The guide book gave some hints on the manner in which follow-up activities could be organized by the tele-club. For such activities, public authorities might have to be consulted. Thus, if the club wanted to have a clean-up campaign in the locality or to organize an exhibition or to distribute literature or to give instructions to children on traffic signs, it would need help from various bodies and authorities such as the Corporation, for instance. For this purpose, the convener and the chairman would contact the organizer, who would meet the authorities concerned. The convener was advised to report such follow-up activities to the AIR Tele-club Supervisor.

It was the responsibility of the particular institution or government department concerned to look after the TV set loaned by AIR. An undertaking to this effect was given in writing by every institution and the organizers were asked to inform the engineers of AIR of any faults in the TV set.

Though the organizer was to take the initiative for the formation of the tele-club, he was instructed not to take part in the discussions except when this was absolutely unavoidable. The organizer could be a kind of sponsor, but in no circumstances was he to become the principal spokesman or the dictator of the tele-club. His function was to be a link between AIR and the tele-club and to solve any practical problems.

CO-ORDINATION AND LOCATION OF TELE-CLUBS

The guide book was the main basis for the organization of the tele-clubs, but some departures had to be made from it both in the organization and in the functioning of the clubs. Thus, while the guide envisaged the nomination of organizers by the different institutions and government departments, it was decided in consultation with the Social Education Department of the Delhi State Administration, to nominate part-time organizers from amongst the regular employees of the Social Education Department.

Nine such part-time organizers were nominated. The responsibility for the co-ordination of the work of the part-time organizers and of the payment of their honorarium (Rs. 40/- per month) was entrusted to the Indian Adult Education Association, even though most of the organizers were the employees of the Delhi State Administration. These part-time organizers were also given a short training course.

Subsequent experience, however, showed that part-time organizers (one for five or more tele-clubs) were not very useful and effective. To some extent this was because they had not sufficient time to study the life and background of the people in the localities; they were treated almost throughout as outsiders. Moreover, it was felt that unless the organizers were directly under AIR they could not be effective links between AIR and the tele-clubs. As the project progressed, the relationship between the tele-clubs and the AIR became more intimate and workmanlike.

There were 20 clubs in existence in December 1960 when the project began. Forty-four more clubs were organized, and eventually the total number rose to 71. The initial total membership was 340 but during the period of the project it rose to 1,300. Nearly 20 per cent of the members were women.

During the experimental phase it was realized that the tele-clubs should be located at places where the TV sets could be well looked after. Therefore, when the Unesco project began, it was decided to locate the majority of tele-clubs at the higher secondary schools and to place the responsibility for the custody and accommodation with the heads of these institutions. An incidental advantage of this arrangement was that the headmasters were able to use the same sets for the school programmes that continued to be telecast on Tuesdays. It was, however, made clear that the tele-clubs should not be treated as an extension of school education. The headmaster was expected to provide accommodation for the meeting and to take an active interest in the smooth working of the tele-club, but the club was essentially an adult activity. It is, however, true that as a result of the association of the headmasters of higher secondary schools with the clubs, the membership was at some places weighted in favour of members of the staff of the schools. Even where this was not so, a certain educational and even intellectual atmosphere was unavoidable, which was perhaps largely responsible for the earnest outlook which characterized most of the clubs.

MEMBERSHIP PATTERN

From the organizational point of view it is important to note that a comparatively small number of people from the under-privileged and illiterate classes attended the sessions. This was not the result of any kind of prejudice against people from any particular caste or community. In fact, some organizers made special efforts to include such members. At one tele-club, which was located in an area inhabited partly by office workers and partly by municipal sweepers, the organizer repeatedly asked some of the sweepers to become members. They immediately wanted to know if membership would mean higher wages for them. The organizer could not obviously hold out any such hope. Closer inquiry, however, disclosed that the reason lay deeper. Although they lived in the same city, the municipal sweepers and the office workers led entirely different lives in different environments, and the sweepers were unable to feel that they had any such affinity with the office worker as might exist in a village between a person of corresponding class and a well-to-do peasant. By its very nature, a club is a small, informal and comparatively closely-knit unit of like-minded persons. Organizers who tried to accommodate persons from different "cultural" sectors soon found themselves apportioning "seats" to various kinds of interests and minorities. A unit of that kind would hardly have been a club. It would on the contrary have become some sort of a classroom with the more knowledgeable group acting as instructors! In a village, the situation is different, and whether a person belongs to an economically prosperous class or not, he shares with his fellow-villagers the intellectual and cultural isolation that in itself acts as a binding link. The office worker in Delhi is monetarily not much better off than the municipal sweeper; sometimes he is worse off and much more in debt. But intellectually and culturally his world is different and, therefore, he is perhaps unable to share with the others the ease and informality of a club.

More tele-clubs should therefore have been organized exclusively for these sections of society, and that may well be a task which could be taken up in the future. But when the project was launched, the novelty of TV in Delhi was a factor that rather complicated matters. The people in charge of the institutions and other bodies that were entrusted with the formation of tele-clubs were themselves keen on attending the TV shows and even on actually joining the clubs. Since the number of sets available was limited (between 66 and 71), it was difficult for these organizing groups to turn them over exclusively to other homogeneous communities. This gave rise in several clubs to the practice of allowing a heterogeneous crowd to attend as spectators at every show. These spectators included elderly persons and children, people too old to stay long for discussions and yet curious to see TV, people interested only in the fun but with no interest in education, sweepers and dhobis, shopkeepers and retired officers and even passers-by. Restrictions were later imposed upon admission and, as was explained earlier, admission cards for spectators were introduced. But the distinction between the mixed and loose crowd of mere spectators and the well-knit and earnest unit of the tele-club became more pronounced with the passage of time. Attendance in the clubs fell but the clubs became more homogeneous and serious gatherings.

TELE-CLUBS REPORTS - VALUE AND USES

Every week the Tele-club Supervisor received 60 to 70 reports from the tele-clubs. This mass of material in itself offers rich potentialities for the sociologist. It shows the immediate reactions of nearly 1,300 people every week to specific problems concerning their day-to-day life. It reflects their moods, emotions and even passions, their resolutions and their endeavours, their desires and disillusionments. Since the reports were dispatched the same day as the meeting or on the following day, there was little opportunity for dressing them up, though, in several cases there might have been too much of the convener himself in the reports.

What use did AIR make of this constantly flowing material? The Tele-club Supervisor read every report and culled the questions that were to be referred to specialists and officials. The common and important questions were then compiled and the answers were discussed by the producer with the compere and the specialist. At the end of every programme five minutes (later ten minutes) were devoted to these questions. Most answers supplemented the information given in the earlier programme. Some tried to meet criticisms. This portion of the programme was looked forward to with enthusiasm. The sense of disappointment in some tele-clubs was keen if their carefully formulated question happened to have been ignored. The attempts of comperes and officials to avoid giving straightforward answers were severely criticized. Soon it was decided that rather than interpret the viewpoint of officials and specialists, AIR should confront them directly with the tele-club members. Therefore, towards the end of the project, the specialists appeared on the screen and tackled the questions as best as they could. In this way, the citizens felt that they had almost direct access to administrators and experts.

This was the direct use of the tele-club reports in the TV programmes. There was an indirect but no less important use as well. Every week the Director-General held a TV review meeting. The Tele-club Supervisor placed at this meeting a summary of the tele-club reports on the previous programme. The summary was in four parts; in the first, an overall impression of the reports was given; the second part listed the follow-up action proposed to be taken by the clubs; the third contained the suggestions made by the tele-clubs for the improvement of the programmes, the fourth gave extracts from critical comments made by the clubs on the contents of the programmes. The meeting carefully considered this summary and in particular the comments and suggestions on the presentation of programmes and compared these with the comments of the producer himself and of the script-writers and the administrative and technical staff. Thereafter the possible changes in the mode of presentation and even in the contents of future programmes were thrashed out in detail and instructions for changes were formulated. It was for this reason that some of the later scripts departed sharply from the presentation techniques suggested in the Programme Planning Sheets. The proceedings of these weekly meetings are a continuous record of how the programme-planners were responding promptly to the opinions of the audience. Listener research may be more accurate in some respects and the proposals of programme advisory committees may be more enlightened. But what could be more valid and spontaneous than the comments and suggestions of the tele-clubs written immediately after animated discussions among groups for whom the broadcasts were meant? Programme-planners soon found that they stood to gain from giving full consideration to these reports; at the same time they never followed blindly whatever was suggested, for the comments were so diverse and of such varying degrees of maturity that the planners would have been tossed from one extreme to another, had they not weighed them up judiciously.

Another effect of these communications from the tele-clubs was that the cyclostyled fortnightly bulletin that AIR was issuing to the tele-clubs had to introduce new columns in which extracts from letters could be reproduced. The bulletin (entitled Tele-club Patrika) subsequently became a regular periodical providing an excellent forum for the opinions of viewers. It is now a printed publication and carries cartoons, illustrations and even extracts from programme-scripts apart from information of practical value to tele-clubs.

STIMULATION OF GROUP ACTION

How were the follow-up activities organized by tele-clubs? Neither AIR nor the State and Municipal authorities were very hopeful of results in this respect, because of the somewhat critical and even cynical outlook generally attributed to people living in a large city. Contrary to expectations, however, some quite encouraging initiative was shown. Several tele-clubs took such action as explaining traffic rules and laws regarding public property and adulteration of drugs and food to others, organizing lectures in their localities, observing Cleanliness Day, spreading propaganda in favour of vaccination, lodging complaints against shopkeepers suspected of adulteration of foodstuffs, patronizing co-operative stores, etc. The Tele-club Supervisor obtained further information as to how the decisions of the clubs could be implemented and often visited centres to encourage members in their activities. It cannot be claimed that all over the city and the outskirts a new kind of community movement was started - nor was any such revolution expected. But even the Municipal and State authorities were impressed by the urge for action, however temporary, that was evident in some of these small groups.

One of the factors responsible for this urge for action, was the obligation placed on each convener, while reporting the proceedings of the post-viewing discussion, to state whether the group was contemplating any follow-up activity and, if so, what. Most conveners took their duties seriously and were particularly attracted by the prospect of their club being mentioned in the TV programme itself. This was found to be an effective motivation, although it was later realized that the important thing was not to mention decisions taken but rather to give prominence to reports of implementation. None the less, the report-form proved an excellent stimulus to the clubs to apply their minds to the organization of follow-up activities.

Moreover, the location of several tele-clubs in secondary schools turned out to have real advantages. The clubs found ready opportunities and facilities in schools for such activities as teaching children traffic signals and rules, distributing posters and pamphlets to pupils' homes, arranging lectures on precautions to be taken against epidemics, etc. Wherever the head of the secondary school offered co-operation, such activities could be easily organized. Likewise, tele-clubs located in social education centres run by the State Government or the Corporation were helped by official services and sometimes by funds provided for group action. However, much depended upon the attitude of the social education officers in the areas concerned. Those who fell in with the enthusiasm of club members in promoting group action found new encouragement for their own programmes as well.

The third type of motivation was perhaps the most significant. For many tele-club members, the clubs offered a long-awaited opportunity to take part in some form of public activity. Among the conveners and chairmen were persons who were keen to gain recognition, to be noticed by officials and others, and to produce results that would demonstrate their organizing ability and talents. Some, perhaps, were thinking of furthering their careers in public life. But a good number were people who were far from aspiring to professional public leadership but who had within themselves an unfulfilled ambition to initiate some type of action, for they were aware of their capacity to do so. While the authorities, naturally enough no doubt, sometimes tended to be wary of the motives of such people, experience with the clubs showed that voluntary group action should not be judged only in terms of "ephemeral" or "lasting" results, but that it is also a kind of expression of a group personality that has been stimulated into a dynamic mood. The form of action is less significant than the spirit behind it.

SAMPLE EXTRACTS FROM TELE-CLUB REPORTS

It is in the context of this spirit that the extracts from a few tele-club reports reproduced below should be read. These are only random selections and in no way representative. The impression they give is clearly one of fresh reactions rather than of well-formulated opinions. The thirst for knowledge is evident in the following examples of requests for information :

(1) "The requirements and procedure for the transfer of a vehicle from one person to another was not included in the programme. This was an important omission."

(2) "What do the letters C.D. mean, as they appear on some cars?"

(3) "Are the traffic rules the same in all countries?"

(4) "Are there any training facilities for teaching First Aid? What are the addresses, rules, etc.?"

(5) "Is it possible for a woman to get a professional driving licence?"

(6) "Are there any vitamins in rice?"

(7) "What are the metals which should not be used to cook different kinds of food so as to avoid the risk of spoiling the food? Would you please discuss this in detail?

(8) "Is there very big difference in the nutritive value of cow's milk and buffalo's milk?

(9) "Can we send ghee samples to the Municipal Corporation for private testing?"

(10) "Sometimes we come across persons who are prepared to sell land at very reasonable rates. How can we know whether such a person is the genuine owner of the land or only a fake?

No less interesting are the following extracts from criticisms and suggestions addressed to authorities.

(1) "The members of this club have decided to approach the Invention Promotion Board suggesting that they should offer a prize for the invention of a non-removable cheap, economical but useful dynamo or battery-operated cycle lamp which would be part of the cycle-frame itself."

(2) "In view of the heavier and more complicated traffic on the roads these days, there should be a compulsory course on traffic rules, followed by a test for all students in higher secondary schools".

(3) "Cyclists found guilty of breaking traffic rules and regulations should not be fined and required to pay the cash straight away to the authorities. Instead, they should be made to purchase light, bell, brakes, etc., on the spot on nominal rates. Better results might be obtained in this way."

(4) "The Municipal Corporation should make it a rule that those who throw refuse in the street or spit from windows will be fined Rs. 50/-."

(5) "Inspectors should invariably be accompanied by a magistrate to administer the law on the spot. Thus, guilty parties would not have a chance to bribe their way out".

(6) "Special licences might be given to shops that are particularly neat and clean and are prepared to have their goods sampled and tested periodically by inspectors. The licences could be prominently displayed for the benefit of the customers as an indication that they could buy wholesome goods from these shops."

(7) "How can the general public help the authorities to put a stop to the adulteration of foodstuffs? Suppose, for example, that we are sure that certain dealers are selling milk mixed with water; we immediately ring up 224515. What will happen? (i) Will the Inspector come immediately and catch the culprit? (ii) Will he come later in his own time and take a sample ... which after all may not be found to be adulterated. What will be the fate of the person who reports the case to the authorities?"

(8) "The Master Plan of Delhi is not for the lower middle class at all. It is devoid of any imagination because it seems that idealism has forced the planners to forget about the practical difficulties of lower income groups in the community."

(9) "We are of the opinion that in Greater Delhi when it is finally built, the police outposts, shops, post offices, primary schools, etc., should be on the outskirts of any group of residential blocks and not in the centre of them. In the middle, there should only be a community hall, or a recreation centre and such other buildings which could be commonly and jointly utilized for the welfare of the residents of the colony."

(10) "To be very enthusiastic about modern architecture may not help us to change the face of Delhi for the better. Delhi is a historical city and has some outstanding points about it which lend it a charm of its own. We should always be careful to preserve these old characteristics instead of turning Delhi into another Chandigarh.

The constructive nature of some of these criticisms is demonstrated by the following extracts from action reports of tele-clubs.

(1) "The tele-club members have decided to visit Rajpura next Sunday and they will make an effort to enlighten the inhabitants with regard to traffic

rules. This is a locality where almost everyone rides a bicycle and in recent months quite a number have been involved in road accidents.

(2) "When the programme ended a person about to ride his bicycle was approached by another for permission to sit on the carrier. The cyclist said 'This is night time when double-cycling is prohibited. Haven't you seen the TV programme?'"

(3) "A member had decided to arrange for a one-act play to be written on the subject and to stage it in the schools of the locality for the benefit of both the schools and the club itself. The other members will support him in this effort."

(4) "A demonstration of traffic signals was given by the TV club members on 8.1.1961 to about 100 people in Block F."

(5) "In order to provide for unforeseen expenditure at the time of an accident, members have decided to create a fund towards which a sum of four annas will be contributed by each member of the club."

(6) "On the following Sunday ten members jointly persuaded the residents of Rakab Ganj to have inoculations. The project was completed last Saturday."

(7) "There are a few teachers among the members of the tele-club. They have promised that they will prepare a number of posters with the help of the students and display them in a public place so that everyone can take advantage of them."

(8) "The members of the tele-club have arranged to purchase a first-aid box and other such aids for the benefit of the community. They have decided to form a committee to take up this work actively."

(9) "The members are keeping the substances required for testing ghee in the TV club for the use and convenience of those who are interested."

(10) "The members went ahead and had the milk tested in fifteen different shops in the locality; in each case the milk was found to be absolutely satisfactory."

For AIR's programme-planners and producers there are both bouquets and brickbats and also occasional constructive suggestions in the following extracts from programme criticisms.

(1) "The programme was good but the presentation was not appropriate. The funny situations during the programme created an atmosphere unsuited to serious thought. It was difficult to follow the information properly."

(2) "Such programmes are liable to be wasted unless they are followed up by printed material on the subject. This should have been done right from the outset."

(3) "The programme on traffic rules was all right but have you given any thought to how people can be expected to remember all the information that was packed into it? It really tended to go to waste."

(4) Nothing was said about 'Left and drive' vehicles. This important aspect was completely ignored and should be covered in some subsequent programme."

(5) "Serious programmes should be presented with restraint. Instead of provoking distracting laughter every other minute the programme should have given some details about the way other countries have tried to solve such problems and to win the fight against disease. Figures of the number of people stricken by disease might have helped to arouse fear in the viewers, encouraging them to brace themselves for the fight.

(6) "The programme was liked. The cartoons were appreciated. But the frequent repetitions in the programme were a defect."

(7) "The actual prices of groceries and vegetables, etc., did not tally with those which are now current in the market."

(8) "The greatest mistake was not to show the culprit in the court or lock-up. This would have brought home the intended lesson that the culprit will always be caught."

(9) "The questions we have sent have not been included in the programmes. We feel that this matter should be given immediate attention. These questions are the outcome of our post-programme discussions and you can easily imagine our disappointment if they are not included in the programme."

(10) "The dramatized presentation of all these programmes is appreciated by the viewers as it enables them both to understand and to enjoy at the same time."

CHAPTER VII

THE DESIGN OF THE EVALUATION STUDY

GENERAL ORGANIZATION

In October 1960, AIR requested the National Fundamental Education Centre and the Indian Adult Association to undertake jointly an evaluative study to assess the impact of telecasts on citizenship, in terms of shifts in information, attitudes and behaviour.

An Evaluation Committee was appointed on 11 October 1960, to finalize a suitable design for the study, to supervise the progress of the evaluation and to offer technical advice. The Committee consisted of the following:

Mr. A.R. Deshpande, Director, National Fundamental Education Centre (Chairman); Dr. Homer Kempfer, Deputy Chief Education Adviser, USIS programme; Mrs. Helen Kempfer, Indian Adult Education Association; Mr. S.M. Muzumdar, Listener Research Officer, All India Radio; Mr. S.C. Dutta, Secretary, Indian Adult Education Association; Mr. H.P. Saksena, Assistant Director, National Fundamental Education Centre.

When Mr. Sohan Singh took over as Director of the National Fundamental Education Centre on 1 January 1961, he was co-opted as a member of the Evaluation Committee. Mr. A.R. Deshpande, later appointed as Adviser to the Government of India on Social Education in the Ministry of Education, continued to be the chairman.

Within a month of its appointment, the Evaluation Committee finalized the design of the study. By the middle of November 1960, most of the schedules and pro formas were drawn up. The aim was to assess the impact of the experiment not merely by analysing the remarks made by the members of the reports sent by the clubs, but also by making an objective check on the levels of knowledge, attitudes, and reported behaviour before and after the telecasts. This was to be done by asking questions and assigning marks and measuring in scores against similar gains recorded with a control group.

The evaluation was restricted to the impact of the 20 special telecasts. It did not cover the rest of the items in the telecasts such as news-reviews, sports events, and other cultural items.

Although the assessment of the impact of the telecast programmes was the central concern of the research, it was recognized that an attempt should also be made to study some of the important factors connected with the general functioning of the project.

Twenty-six investigators were appointed to conduct interviews and gather data for the study. Most of the investigators were post-graduate students from the Delhi School of Economics and the Delhi School of Social Work. A few had completed their work for the master's degree.

The National Fundamental Education Centre organized four sessions of about two hours each to instruct the investigators in the objectives of the study, the salient features of the design, the use of schedules and pro formas and the methods and techniques of interviewing and observation. A notable feature of the investigators' training was the use of rôle playing to illustrate the problems which might be faced in conducting interviews and filling in the schedule.

After preliminary training, the investigators were asked to conduct a few test interviews to become familiar with the schedules and to develop skills in interviewing. They were asked to observe group discussions and fill in appropriate forms. The material turned in by them was examined and further training given individually where necessary.

Field work started on 2 December 1960, when the investigators went to the tele-clubs to meet the members and to obtain information about them. From then until the middle of May 1961, they were busy administering interview schedules, observing discussions, and filling in schedules and pro formas.

Tabulation and analysis started soon after field work was completed.

The drafting of the report was begun while computations were still in progress. After it was drafted, the report was read and adopted by all members of the Evaluation Committee.

PURPOSES OF THE STUDY

The main purpose of the inquiry was to assess the effectiveness of special social education telecasts in helping tele-club members acquire information on citizenship, change attitudes on some civic issues, and modify behaviour with regard to the relevant civic problems. In other words, the objective was to assess the extent of the information gained, attitudes changed, and behaviour modified, as a result of viewing special social education telecasts.

The study was also designed to achieve the secondary objectives noted below:

(a) to find out the difference between gain in learning immediately following the presentation of the telecasts and on completion of the whole series of special telecasts evaluated.
(b) to assess the difference in learning between the old and the newly established tele-clubs.
(c) to assess the difference in impact on members of rural and urban tele-clubs.
(d) to assess the difference in impact on members classified by different variables such as : sex, age, education, income, occupation, rural-urban residence background, friendship in tele-clubs, habit of listening to radio, and reading books and newspapers.
(e) to find out the difference in the extent to which telecasts on different topics succeeded in making an impact on the members.
(f) to analyse attendance in tele-clubs, group-discussion processes, and other factors related to the impact.
(g) to determine the views and suggestions of tele-club members regarding different aspects of the experimental project, such as : convenient day and duration of telecasts, subjects for telecasts, methods of presentation, organization of tele-clubs, and post-viewing discussions.

THE POPULATION AND THE SAMPLE

The sample for the study consisted of all the members of 20 tele-clubs. Of the 20 tele-clubs, 10 were old-established and were selected from the 20 which were in operation during the year 1959-60. The remaining 10 were new and were selected from the 40 tele-clubs which were organized towards the end of 1960.

Two of the 20 tele-clubs in the sample were located in the suburbs of Delhi, classified as rural, and the rest were in the city.

The composition of the sample

The composition of the sample tele-clubs was weighted in favour of men (in comparison to women); professionals, teachers, students, and white-collars workers (in comparison to petty craftsmen, agriculturists, and unskilled workers); and the more educated (in comparison to illiterates and less educated). The over-representation of certain types of people in tele-club membership was the natural outcome of the method adopted for allocating receiving sets and enlisting members.

It was not considered necessary that the sample should be representative of India or even of Delhi. The study was not undertaken to find out what the people in Delhi might achieve through television, but to assess the impact of television on members in tele-clubs formed according to current organization methods. As long as tele-clubs are organized in the manner described in this report, the conclusions of the study should have validity. In other words, the population which the sample in the study represents consists of all those hypothetical tele-clubs and members who may view telecasts under similar conditions.

No deliberate attempt was made to enlist in the same club people differing with respect to sex, age, education, income, occupation, and residential background. Homogeneity was the more important consideration, rather than representation of people with different status characteristics. However, since the number of tele-clubs in the sample was as many as 20, and since the clubs were located in different parts of the city with different socio-economic conditions, the total membership did, in fact, include people belonging to quite different types.

The control group

In keeping with the requirements of good experimental design, study was also made of a control group consisting of persons matched with the members of the sample tele-clubs (the experimental group) with respect to certain important variables, namely, sex, age, education, and income. The experimental group was exposed to the impact of the special series of telecasts. The persons in the control group were expected not to view the series or to participate in the discussions.

METHODS OF COLLECTING DATA

The baseline survey schedule

The study was designed to measure shifts in information, attitudes, and behaviour as a result of the special series of twenty telecasts. A baseline survey schedule was constructed to assess the level of information, attitudes, and reported behaviour of tele-club members, on subjects dealt with in the telecasts, before the series was presented. The same questions were asked again as part of the terminal survey schedule at the conclusion of the series. The difference between the baseline and terminal survey results as compared with the corresponding difference recorded in the control group provided a measure of the impact of the telecast series.

Measurement of shifts in behaviour

It is important to note that no attempt was made to observe actual shifts in behaviour of the members. The study was restricted to reported behaviour. Shifts were inferred from the answers to the questions on behaviour in the baseline and terminal schedules.

The construction of the schedule

It would have been a great advantage if the full scripts of the telecasts had been available in advance in order to provide a firm basis for the baseline survey schedule. Unfortunately, this was not possible since the scripts were developed gradually as the experiment proceeded. AIR was, however, able to supply the Programme Planning Sheets and essential background information before the series began, and it was on the basis of this material that a comprehensive baseline survey schedule was constructed in the hope that most of the questions in the schedule would be covered in the telecasts.

The schedule administered

Soon after the registration of the members on 2 December 1960, the investigators interviewed them, individually, at their homes or at some other convenient place and administered to them the questionnaire in the baseline survey schedule. By 20 December, all the 418 members of the tele-clubs in the sample had been interviewed. The schedule questionnaire was also administered to the control group before the special series started on 23 December 1960.

The programme assessment schedule

The purpose of the study was not merely to find out the total impact of the whole series of the twenty telecasts but also to study the extent to which telecasts on different topics succeeded in making an impact on the members. Another purpose was to find out if there was a difference between gain immediately following the presentation of a telecast and the long-range gain after the completion of the whole series. This necessitated the administration of an assessment schedule after every telecast. The programme assessment schedule was framed to discover the members' appreciation of the telecast and discussion, and their opinion regarding their own gain in knowledge, change in attitude, and possible change in behaviour, etc., as a consequence of viewing the telecast.

On Saturday and Sunday, following the viewing of each special Friday evening telecast, the investigators interviewed the tele-club members in the experimental group and administered to them the standard programme assessment schedule. Only those members were interviewed who had viewed the special telecast on the preceding Friday.

In order to be able to assess the immediate gain in learning after viewing a telecast, the investigators, also asked those questions from the baseline survey schedule which were dealt with in the telecast.

Discussion participation record

Another purpose of the study was to analyse tele-club attendance, group discussion processes and other factors related to the impact of the series. The investigators reached the clubs a few minutes before the members viewed the telecasts. When the members started group discussion, the investigators sat outside the circle and recorded the time discussion started and stopped, the names of members who left early and the number of times members participated in discussions. The observations were mapped out and tabulated on a participation record form.

The record of participation in discussions furnished valuable data about the number of times no discussions were held, the number and names of members who saw telecasts but left the clubs without participating in discussions, and the frequency of different members' participation in discussions.

Supplementary group participation assessment schedule

An attempt was made to study whether attendance at tele-clubs, extent of participation in discussions, and the impact of telecasts had any relationship with the number of friends the members had in their tele-clubs, the extent to which they were recognized as capable of clarifying ideas in discussions and in organizing action considered useful by the clubs.

After eight telecasts were presented and again after the termination of the whole series, members were asked to name their close friends in the clubs to which they belonged. They were also asked to indicate which of the members took an active part in group discussions and which were instrumental in clarifying ideas relating to the contents of the programme and in organizing action considered useful by the clubs.

The terminal survey schedule

As was mentioned earlier, the relevant questions included in the baseline survey schedule were asked again as part of the terminal survey schedule at the conclusion of the series of special telecasts. In addition to these questions the terminal survey schedule included questions regarding appreciation of different topics of telecasts, methods of presentation, post-viewing discussions, convenient day and duration of telecasts, and other matters related to the experiment in general. The purpose of asking these questions was to find out the views of the tele-club members regarding the different aspects of the experiment and the suggestions they had to offer. Only the tele-club members actually included in the sample were asked these additional questions in the terminal survey schedule.

VALIDITY AND RELIABILITY OF DATA

The validity of the conclusions drawn in this study about the educational impact of special social education telecasts, depends upon the validity and the reliability of the data. Various precautions were therefore taken to ensure high validity and reliability in the context of the needs of the study.

Validity

Some of the important steps taken to ensure that the questions in the different schedules actually measured what they were supposed to measure are outlined below :

1. An attempt was made to frame the questions in simple unambiguous words. The slightest degree of ambiguity was considered sufficient to warrant the rejection of a question.
2. The schedules were discussed with appropriate subject matter specialists and with those who had considerable experience in making schedules.
3. The schedules were pre-tested in practice with people of the type in the sample, to find out whether the questions were properly understood and whether they appeared to communicate the same meaning to all the respondents.
4. Investigators received comprehensive training in conducting interviews. They were told, in detail, the purpose behind each of the various questions in the schedules. Since many respondents did not understand English, the investigators were supplied with copies of Hindi translations of the schedules. The investigators were trained so that if they found that a respondent did not properly understand the precise meaning behind a question they could use different words to communicate the exact meaning.

Reliability

It was realized that the reliability of the data would be much reduced if the schedules were administered in a setting in which the respondents could not speak freely of what they knew, and what their attitudes and behaviour patterns were. For this reason, all the interviews were conducted in private. The influence of group pressures and other social factors was thus considerably attenuated.

It was also realized that undue haste or inefficiency on the part of the investigators in administering the schedules might result in the accumulation of unreliable data, whereas the same schedules administered by other more competent investigators might produce different results. In order to test the degree of unreliability attributable to this factor, a small percentage of the members of the different tele-clubs were interviewed by two investigators separately, but with the same schedules. It was found that the data gathered by the two investigators differed to a negligible extent.

TABULATION OF DATA

Questions in the baseline survey schedule and identical questions in the terminal survey schedule were divided into three categories : information, attitudes, and behaviour. Answers to questions were either "right" or "wrong". One mark was assigned for a right answer and zero for a wrong answer. When there was a possibility of a partially correct answer, the correct answer earned two marks ; semi-correct, one ; and incorrect, zero.

The questions in the baseline survey schedules and identical questions in the terminal survey schedules were coded as correct, semi-correct or incorrect and assigned scores. The gain in scores on information, attitude and behaviour questions were entered on master sheets against the names of members in the experimental and control groups.

SOME UNCONTROLLABLE FACTORS

Overcrowding

Some features of the project which have a bearing on the evaluation study call for particular mention. Television is a novelty in India and in many tele-clubs the telecasts attracted very large crowds of children and non-members. Seating arrangements were a real problem, and the distraction caused by people who could not see well and the noise made by babies and children sometimes made it difficult for the members to understand and assimilate the purport of the programme.

Faced with this problem some of the clubs tried to restrict entry to members only. In many cases, however, this was appreciated neither by the members themselves, some of whom wanted to bring their children or friends along with them, nor by the outsiders, who resented being excluded. The problem was not too acute in the tele-clubs in the less-crowded localities, but in the more populous areas it sometimes assumed almost a threatening form.

Many clubs tried to reserve seating space for members close to the television set. This was possibly the best that could be done, although the distractions could not be entirely eliminated, and the members still found it difficult to get to the reserved space if they did not come early.

It may be that with smaller audiences and fewer distractions the special telecasts could have made a greater impact on the minds of the members and brought about bigger shifts in information, attitudes and behaviour.

Members' attendance

If the full potential impact of the special telecasts was to be assessed, all the members in the sample should have viewed each of the 20 special telecasts. Regular attendance was, however, not possible. For one reason or another members found it difficult to attend some of the meetings. As many as 73 members viewed 39 per cent of the telecasts or less ; 153 between 40 and 79 per cent ; and 192, 80 per cent or over. If the attendance had been better the impact presumably would have been greater.

This low attendance on the part of a large number of members presents a problem for evaluation. Members viewing a very small number of telecasts can hardly be expected to register an appreciable increase in information or change in attitudes and behaviour, and to include them in the sample would unduly deflate the overall average assessment. Moreover, differences in the number of telecasts viewed by different members introduces another variable which may vitiate the validity of conclusions arrived at regarding the significance of difference between achievement scores of different types of clubs or members.

It was thought necessary to fix a minimum percentage of telecasts which the members should have viewed to qualify themselves for inclusion in the sample. For the purposes of this study the percentage was fixed at 40. Any club member who failed to view at least 40 per cent of the telecasts was excluded from the sample when statistical calculations regarding impact and the significance of difference were made. However, all the members who viewed 40 per cent of the telecasts or more were treated alike. The variable of attendance was not further accounted for in calculating the significance of difference.

The requirement of having viewed at least 40 per cent of the telecasts reduced the sample from 418 to 345 individuals. The control group was accordingly reconstituted also so that it would match the new sample with respect to sex, age, education, and income.

CHAPTER VIII

SUMMARY OF MAIN FINDINGS, INTERPRETATION, AND CONCLUSIONS*

THE EFFECTIVENESS OF THE TELECASTS

The main purpose of the inquiry was to assess the usefulness of television for social education. This was to be gauged by measuring the shifts in information, attitudes, and behaviour brought about in the 418 members of the 20 tele-clubs in the sample, as a result of viewing 20 special telecasts on citizenship and participating in post-viewing discussions. *

The data showed that there were in fact statistically significant shifts in these three respects. The members of the experimental group increased their mean scores on information, attitude, and behaviour questions to a very considerable extent. The persons in the control group also increased their mean scores on each of the three types of questions, but the increases were small as compared with those of the experimental group. While the gains in mean score of the control group could be explained by chance, similar gains for the experimental group could not be so explained. The two groups differed significantly.

The largest gain was made on information questions. While the gain in mean score was 17.6 per cent on attitude questions and 23.2 per cent on behaviour questions, it was 85.2 per cent on information questions. This was partly due to the fact that while the experimental group started with a high level on attitude and behaviour its baseline level on information was comparatively much lower. However, the fact remains that, in comparison with changes in attitudes and behaviour, the special telecasts were much more successful in bringing about shifts in information.

Most of the tele-club members were already fairly well informed on the nine selected questions and practically all of those who were not soon learned. It is of course very likely that if the telecasts had been viewed by persons who were less well informed and less accustomed to the attitudes and behaviour that the nine questions were designed to promote, the changes brought about would have been much more marked.

The large majority of the members who made gains in learning as a result of viewing the telecasts and participating in post-viewing discussions retained the gain for at least 12 weeks till the terminal survey was conducted. The number of members who retained the gain was significantly larger than the number of those who made the gain after viewing the telecast but lost it by the time of the terminal survey.

This showed that the retention of the impact over the 12 week period was not illusory or attributable to chance sampling error, but really existed.

DIFFERENCES IN SHIFTS FOR MEMBERS CLASSIFIED BY SOME VARIABLES

Members classified according to education, income, occupation, and rural-urban residence background, differed significantly in the mean gain in score on information questions. However, differences in mean gain in scores on attitude and behaviour questions were not significant. For members classified according to sex and age, the differences in mean gain were not significant for any of the three type of questions.

Tele-club members who had little or no education who belonged to the low income group, who worked in occupations requiring predominantly physical work and who had greater urban residence background started at a comparatively low score in the baseline survey and reached a level only slightly lower than that of others in the terminal survey. They naturally made bigger gains or shifts.

The experimental group had a large proportion of educated members and members whose occupations involved predominantly mental work. If the sample had had more illiterate or less-educated members employed in predominantly manual work, the impact might presumably have been even larger.

Members with a low score on listening to radio and on reading non-fiction books and newspapers started in the baseline survey with lower scores on information and achieved comparatively larger gains. Members classified according to scores on listening to radio and reading non-fiction books and newspapers, differed significantly in mean gain in information. Differences in mean gain in attitude and behaviour were not significant.

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* As was indicated in the editor's note, the bulk of the statistical evaluation data had to be omitted from this report for lack of space. Some idea of the nature of the chapters omitted can be gained from the table of contents reproduced in Annex II.

THE NEED FOR FULLER REPRESENTATION OF UNDERPRIVILEGED PEOPLE IN TELE-CLUBS

The fact that the current method of organizing tele-clubs brings about a membership, which is weighted in favour of men, of more educated persons and of persons following occupations which require predominantly mental work points to the need for special efforts to help women, illiterates, poorly-educated people, and persons belonging to occupations requiring physical work to join the clubs and benefit from the experience.

In fact, the underprivileged section of society, consisting of the illiterate or poorly-educated persons earning small incomes from occupations which require predominantly physical work, stands in greater need of television than others. The other media of education such as books, newspapers, and radio are far less available to them than to more privileged people. They also make greater gains in learning and, therefore, justify to a greater extent the provision of social education through television.

DIFFERENCE IN SHIFTS FOR CLUBS OF DIFFERENT TYPE

As compared with the old clubs, the new clubs achieved greater mean gain with respect to information, attitudes and behaviour. They differed significantly in the mean gain in information : the differences in mean gain in attitude and behaviour were not significant.

The new clubs were more appreciative of regular attendance. They exhibited greater interest in the experiment. Perhaps, this may be associated with greater gain in information.

It is difficult to interpret the significance of differences in mean gain in information for new and old clubs because the newness of the club is associated with such factors as location and with many variables in respect of the membership. In further research on the subject a larger and more balanced selection of clubs of different types might be included in the sample and the membership might also be balanced with respect to the different variables.

The rural and the urban clubs in the sample were not compared for the difference in shifts because there were only two rural clubs and even they could scarcely be considered as rural.

The clubs located in community centres showed greater shifts in information than those located in secondary schools. However, the difference was not significant statistically.

NEED FOR STUDIES ON TELE-CLUB ORGANIZATION

It would be useful and interesting to isolate the various differentiating factors between the different types of clubs, control them and then study their relationship to shifts and the factors related to the shifts.

Experience with the present study, which was impact-oriented, would seem to show that there is considerable scope for research on methods of organizing tele-clubs so as to ensure that the telecasts are fully appreciated and produce the greatest possible effect on the audience.

IMPACT AS REPORTED BY TELE-CLUB MEMBERS

On the whole it can be claimed that the telecasts were well appreciated, since 84 per cent of the members viewing the telecasts said that they liked them "very much" or "quite a lot".

As many as 63 per cent of the viewing members reported that the telecasts clarified their ideas on the subject to a "large" or "considerable" extent ; 21 per cent reported "somewhat". A smaller percentage reported that they had acquired new information. Only 36 per cent said that they had acquired new information to a "very large" or "large" extent ; 26 per cent said "somewhat" ; and 38 per cent "not at all".

Of the viewing members 83 per cent reported that they felt encouraged or more enthusiastic after seeing the telecasts, but fewer (45 per cent) reported an inclination to change some aspect of their own behaviour.

The members said they regarded the telecasts as more useful in clarifying their ideas than in providing them with items of new information. Further, they felt that the telecasts more readily encouraged them or aroused their enthusiasm than motivated them to change some aspect of their behaviour.

REPORTED IMPACT OF TELECASTS ON DIFFERENT TOPICS

Appreciation of the telecasts tended to decline as the experiment proceeded. A similar tendency was noticed although to a smaller extent, in the degree to which members found them useful from the point of view of learning new information and feeling inclined to change some aspect of behaviour.

General remarks on appreciation, however, do not faithfully reflect the effectiveness of the telecasts. Specific questions on new information acquired, attitudes affected, and behaviour influenced were what really demonstrated their impact. Thus, the telecasts on "manners of a citizen" were well appreciated but a very small percentage of viewing members reported them as containing new information or something which influenced them to change their behaviour in some way or another.

As compared with those on other topics, the telecasts on "adulteration of foods" and "encroachment on public property" were less appreciated. They were a source of encouragement or enthusiasm to a smaller percentage of viewing members and discouraged or frustrated a large percentage of them.

After viewing the telecasts, the members discussed the problems dealt with in them. If they felt that the problems could be solved primarily by their own initiative and effort, they took appropriate decisions. Telecasts on such problems were well appreciated, even though they did not contribute a great deal of new information.

If, however, the members felt that the problem could not be solved adequately without the active co-operation of some public agency, they tended to voice criticism of the agency concerned. When the members felt that the solution of the problem was primarily a responsibility of some public agency, they expressed sharp criticism, frustration and disappointment. The appreciation for telecasts on such problems was much lower. This was the case with the telecasts on "adulteration of foods" and "encroachment on public property".

This does not mean that such telecasts should not be presented. Although the telecasts on adulteration and encroachment earned less appreciation and were reported to have discouraged or frustrated a large number of viewers, their value as means of providing new items of information, clarifying ideas on the subject, and motivating changes in attitudes and behaviour was evident. Their sheer practical importance to community life must also be taken into consideration.

Tele-club reports showed that the telecasts on adulteration and encroachment helped the members to see the problems in their proper perspective. After viewing the telecasts they could better appreciate the difficulties faced by the various parties involved in finding practical solutions to those problems. Indeed, these particular telecasts were so presented that the rôles and the difficulties of all parties concerned were brought out in an objective, vivid, and comprehensive manner. The telecasts could not have achieved what they did, if they had over-emphasized the rôle of the general public or had adopted the didactic approach of teaching what to do and what to refrain from doing.

ATTENDANCE AT TELE-CLUBS

Up to the third telecast, tele-club attendance increased; thereafter it gradually declined. The reasons given by members for the decline in attendance were as follows : 34.8 per cent attributed the decline to "lack of time"; 11.6 per cent to "domestic or personal problems"; 19.0 per cent to "carelessness or laziness of members"; 19.0 per cent to "telecasts being insufficiently informative or interesting"; and 15.6 per cent to "organizational defects of tele-clubs". Most of those who did not find the telecasts informative enough belonged to the more highly educated category.

On an average the attendance per telecast was 70 per cent of the registered membership. The percentage of attendance ranged from 46.6 to 97.0 for the different clubs.

As many as 46 per cent of the 418 members attended at least 80 per cent of the telecasts; 37 per cent attended between 40 and 79 per cent of telecasts, and 17 per cent attended 39 per cent of telecasts or less.

Whether members were classified by sex, age, income, education, occupation, rural-urban residence background, score on reported habit of listening to radio, and on habit of reading non-fiction books and newspapers, there were no significant differences in the percentage of telecasts attended.

However, such variables as friendship in clubs, participation in post-viewing discussions, ability to clarify ideas in discussions, and ability to organize action considered useful by the clubs, were significantly related to the percentage of telecasts attended. High scores on these variables were accompanied by high attendance. Thus, members who had a large number of friends in their tele-clubs attended a larger percentage of telecasts than those with a smaller number of friends.

Well-knit and homogeneous clubs with a pattern of close friendly relationships can thus be expected to show better average attendance than heterogeneous clubs in which the members are not so close to each other in friendship.

POST-VIEWING DISCUSSIONS

On an average 43 members left tele-clubs without participating in post-viewing discussions. Since the total number of members was only 418 and the average attendance was 70 per cent, the number of those who did not participate in discussions was 15 per cent of those who viewed the telecasts. It seems therefore desirable that special efforts should be made to ensure that all who view the telecasts participate in discussions.

The average time taken per sitting for post-viewing discussions was 28 minutes. Tele-clubs differed in the average time taken for post-viewing discussions. The range extended from 11 to 39 minutes.

Members in the higher education and income groups and those whose occupations required predominantly mental work tended to participate in discussions to a greater extent than those with less education and low incomes engaged in occupations requiring predominantly physical work. Similarly those with higher scores on reported habits of listening to radio and reading non-fiction books and newspapers tended to participate in discussions to a greater extent than those with low scores.

Special efforts may therefore have to be made to encourage the participation in discussion of the underprivileged members who have little or no education, earn low incomes, are engaged in occupations requiring predominantly physical work and have little or no habit of listening to radio and reading non-fiction books and newspapers.

Members with large numbers of friends in their tele-clubs showed a significantly higher degree of participation in discussions than those who had a smaller number of friends or no friends. Thus, well-knit and homogeneous clubs may be expected to organize better post-viewing discussions than others with less friendly relationships.

The usefulness of group discussions has been firmly established by many research studies. In this study 76 per cent of the members reported that they found post-viewing discussions either extremely useful or very useful.

When asked how post-viewing discussions could be improved, only 42 per cent of the members had some suggestions to offer. The suggestions with the highest frequency were that efforts should be made to encourage the participation of shy members and that the discussions should be brief and organized in such a way as to avoid wasting time on superficial points.

It may therefore be concluded that with some instruction in the methods and techniques of conducting discussions in the situation of tele-clubs, the secretaries should be able to organize post-viewing discussions more satisfactorily.

SOME COMMENTS AND SUGGESTIONS MADE BY TELE-CLUB MEMBERS

The members appeared well satisfied with the experiment as a whole, since 88 per cent reported that they liked the experiment "very much" or "fairly well" and 84 per cent said that they would like to see more programmes of the type presented in the experiment. Of the members who wished to see more telecasts, 93 per cent said that they would be regular in attendance.

While the majority of the members said they were quite satisfied with the different aspects of the experiment, a few made critical comments and suggestions. Some of the important comments and suggestions are stated below.

1. Recounting reasons for the decline in attendance in tele-clubs, nearly 9 per cent of the members criticized the tele-casts for not being informative enough. Nearly all these members belonged to the well-educated group. While such critics were not numerous, and while it is normal to expect a few critics for any programme, it is nevertheless important to note that as many as 9 per cent of the members thought that the telecasts did not have enough entertainment in them.

One can hardly over-emphasize the need for maintaining a very high level of entertainment in the telecasts. It may well be that the majority of viewers are drawn to the tele-clubs because they feel the need for some healthy entertainment during their leisure time; in which case there will certainly be a decline in appreciation if this need is not satisfied. It is important to note that when asked about the method of presentation they most preferred, all but 24 of the members named some combination in which skits figure as an important constituent.

And yet the viewers do not want entertainment only. When asked to state the topics on which they would like to see telecasts in future, the vast majority of the members gave first preference to subjects likely to provide them with education and information or to clarify their thinking on vital social problems.

The rôle of television in social education therefore, appears to be to broadcast programmes which are entertaining and which also meet the need for popular education. Success in this field will thus depend upon the skill with which high entertainment value and popular educational content can be combined.

2. Although 84 per cent of the members felt that the viewing arrangements were either "very good" or "good", nearly 37 per cent offered suggestions for improvement. As many as 80 members, that is, about 20 per cent of the total, suggested that more amenities should be provided in the clubs. They particularly mentioned the need for more space, better seating arrangements, separate seating accommodation for women, and provision of fans during summer.

These suggestions deserve careful consideration. The members come to the tele-clubs to be relaxed, entertained, and enlightened. If the arrangements are not reasonably comfortable, a good number of them may not feel inclined to attend meetings regularly.

About 6 per cent of all members suggested that children should not be allowed to attend, since they make a noise and disturb others. If television is to serve an educational purpose there should be an appropriate atmosphere in the tele-clubs. However, while it is easy to appreciate the need to control the factors which cause distraction, it is difficult to recommend specific measures which could be adopted in this respect.

3. As many as 33 per cent of the members were only "somewhat satisfied" or "not at all satisfied" with the answers given by AIR to the questions put by the members during post-viewing discussions.

The mechanism through which members discuss the content of telecasts and ask questions for clarification, and the telecasting agency answers the questions in the next telecast, serves a very useful purpose. Through this device the telecasting agency assumed the rôle of an adult educator. No single person in the tele-club takes the rôle of the adult educator in relationship to the other members. But the members do need an agency to which they may refer their questions for clarification or further elucidation.

The development of a system whereby the mechanism might work more efficiently than at present is something that calls for careful consideration.

ANNEX I

SCRIPT OF THE THIRD PROGRAMME IN THE SERIES ON "DANGER TO PUBLIC HEALTH"*
(HAZAAR NIYAMAT)

Original script by : Kamleshwar

Translated by : Ajit Kumar

A dirty room in a middle-class home. Madan Lal, ill with fever, is lying on a cot and his wife is dipping a cloth in cold water to apply it to his forehead. On a stool by the bed are a glass of water, a clock and a bottle containing some medicine. [The camera pans over to the closed windows and moves on till it reaches the door. Panditji is seen coming in].

Pandit : How are you, Madan Lal Ji? How do you feel now?

Madan : Not too bad, thank you.

Pandit : Don't worry any more. I have brought you such a wonderful medicine that even the most severe fever will not resist a moment longer. Hee, hee... (takes out a cloth purse from his pocket, and from the purse a small packet containing the medicine) Aha! Ha! This powder! I will give it to you in a moment (mutters to himself).

Madan : I have a severe headhache.

Wife : (Applies the cool cloth to his forehead) You will feel better soon.

Madan : Some water, please!

Wife : (Takes the glass of water from the stool and gives it to him. The glass is not covered, but had been left open). Here, drink this.

Pandit : Madan Lal Ji, just wait and see. I will give you this medicine at a carefully calculated moment... only then will its effect be most potent. (Mutters to himself as though making some calculations. At the same time he lights a bidi and begins to smoke, unmindful of the sick man lying on the bed. The smoke irritates Madan Lal who coughs).

Wife : I don't know what to do. The fever is not going down at all. (Continues applying the wet cloth to Madan Lal's forehead).
(Madan Lal closes his eyes and tries to relax).

Pandit : (Shaking him by the arm...) Listen, brother ... you know that Sethji ... my neighbour? How do you think he was cured of his fever? This same medicine!

Madan : (Restive and irritable) Yes, yes, you have told me a hundred times. It might have been so. But as far as I am concerned, you haven't helped. On the contrary! I was just falling asleep and you woke me up!

Pandit : Ah, but wait. You will see the miracle this medicine works. Pains in the body, headache, burning feeling in the stomach, breathing trouble, indigestion, dryness in the throat, nausea, fever ... each and every one of your troubles will disappear with a dose of this drug! Bhabhiji! Please give me a glass of water ...
(The wife gives him a glass of water).

Pandit : This will do nicely, thank you. (Puts the glass of water on the stool. Opening the small packet).
[Close up - Panditji, glass in one hand and the open packet of powder held neatly by two fingers of his other hand. He is about to give the powder to Madan Lal and ask him to swallow it down with a drink of water, when Shanka Prasad catches hold of Panditji's wrist and stops him from giving the medicine].

Shanka Prasad : What are you doing, Panditji? This is not treatment; this is superstition?
(As soon as these words are heard, the camera pans over to Shanka Prasad's face).

Pandit :
Wife : Oh! Shanka Prasad Ji! When did you come?

Shanka Prasad : Just in time! And may I know what you are supposed to be doing? This powder of yours will not cure Madan Lal. It will only make him worse ... Please throw it away.
(Panditji drops the packet grudgingly).

Shanka Prasad : (Taking out a phial containing medicine from his pocket) Bhabhiji ... I have brought the medicine ... Give this to Madan Lal. The doctor says there is nothing to worry about. It is typhoid ... Now that the fever has been diagnosed, what is there to worry about? He will be all right soon.
(Enter Mrs. Savitri, a neighbour)

Savitri : (Loudly) How is he now?

Wife : Slightly better ...

Panditji : I had brought such a wonderful medicine that the fever would have taken flight in a trice! (Addressing Madan Lal) Now, brother, you are at the mercy of Fate! (Takes out another bidi from his pocket and lights up. Shanka Prasad snatches it and walks towards the window to throw it away)

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* This programme script was chosen from all those presented in the five series only as an example - it was not necessarily the best or the most popular. Moreover, it covers only part of the actual programme, since a great deal of unscripted material such as interviews with consultants and specialists was also included. The version given here is a translation from the Hindi original and naturally lacks some of the liveliness of the original idiom.

Shanka Prasad : Panditji, how can you smoke here? This is a sick-room. (As he speaks he moves towards the window but finds it closed. Registering annoyance ...) Wonderful! Bhabhiji, don't you remember what the doctor said yesterday, when he came to examine Madan Lal?

Wife : What did he say?

Shanka Prasad : Didn't he tell you the windows should not be kept closed. Leave them open so that there will be lots of fresh air in the room. The windows of a sick-room should always be kept open.

Wife : But he feels cold.

Panditji : If he feels cold we can have a lighted oven in the room. That will keep the room warm.

Shanka Prasad : No, please. A lighted oven should never be kept in a sick-room. If he feels cold, give him another blanket. (Goes forward and opens the windows).

Savitri : Bahenji ... Since you are alone I have come to be with you. I have brought my children also, so that I can stay the night ... Just ask me whatever you want. I can help...

(Sound of a radio being tuned. A song is heard in the background, but it is painfully loud).

Madan Lal : (Irritated) No ... No ... Please, why should you bother? It is not at all necessary.

Savitri : Ah, you don't understand. It is expected of us women to be neighbourly. You are not well and if the neighbours don't come to help your wife who else will?

Shanka Prasad : Panditji and Bahenji! Please, let us not have an argument. Let us have some quiet. Kindly don't make so much noise and let him rest ...

(Madan is annoyed by the loud blaring of the radio)

Panditji ! Why don't you go and ask them kindly to switch off that radio.

Pandit : The radio set happens to be in a shop downstairs... They won't switch it off.

Shanka Prasad : Of course, they will. You just go and explain to them that someone is ill. They will understand. Please go. (Shanka Prasad sends Panditji out almost by force).

Savitri : (Calling her son, loudly) Gopal ! Gopal ! Can't you hear me? Come here !

Shanka Prasad : Bahenji ! Please go and talk to Gopal outside.

Savitri : But Gopal is my son.

Shanka Prasad : I know. Certainly talk to your son if you want to. But not here. And, please, not so loud ! Don't you understand? The sick man must have quiet.

Wife : Have you brought all your children with you?

Savitri : Of course ! How else could I come? Where can I leave them?

Shanka Prasad : Then ask them to stay in the front room. They shouldn't come here. It is not safe. (Savitri gets angry and goes out).

(The voice of Panditji is heard from downstairs).

Panditji : Please not so loud. Lower the volume of your radio. Madanlalji is not well.

Shopkeeper : Madanlalji is not well? Oh, I am sorry. I didn't know.

(The radio is lowered).

Shanka Prasad : Well Bhabhiji ! Where are the children?

Madan Lal : They must be playing somewhere.

Shanka Prasad : Have they been inoculated against typhoid?

Wife : No. Not yet, Shanka Prasad.

Shanka Prasad : I asked you to take that precaution ... so long ago. I am afraid you have been very careless.

(Enters Savitri).

Savitri : Bahenji ! Have you got anything for the children to eat? Munna is hungry and weeping.

Wife : Anything to eat ! ... How could I prepare any food ! There are a few boiled potatoes in the kitchen ... You may have them if you want.

Shanka Prasad : Savitri Bahenji, just a minute.

Savitri : Yes !

Shanka Prasad : You should have your children inoculated against typhoid.

Savitri : Just now, let me pacify Munna. He is crying for something to eat.

Madan Lal : What a nuisance in the house ! Why need she have come here with her brood !

Shanka Prasad : She is your neighbour ... She has come to help your wife to attend on you (looks at the wall) Bhabhiji, you have not prepared the temperature chart.

Wife : Oh ! I am sorry. I forget all about it.

Shanka Prasad : (Takes out a chart from his pocket) I was afraid you would and so I have brought a chart sheet myself ... Look, you should note down the temperature on this every time you take it.

(The chart is shown).

It will show the doctor how the fever is progressing ; only then he can understand the illness properly.

Madan Lal : Please give me some water. I am feeling parched.

Wife : (Hands him the glass of water which has been kept on the stool). Here is the water ... I will hold the glass. Sip it slowly.

Shanka Prasad : Is that boiled water ?

Wife : Oh ! I forgot to boil it.

Shanka Prasad : Oh, Bhabhiji how could you ? Didn't the doctor tell you how important it was always to drink clean, pure water. How can this dirty water from that tap be pure or clean? You must filter it and boil it. Then it is safe to drink. The doctor told you all this. He explained everything. And you haven't done a single thing he wanted you to do. This is not the way to look after a sick man, Bhabhiji !

Wife : I remember now. The doctor said it kills the germs in the water.

Shanka Prasad : Exactly ! And please don't ever forget it.

Savitri : (Enters) Bahenji ! I have got the potatoes... But where is the salt?

Shanka Prasad : First give her the salt ... and after that you can boil the water. Go, Bhabhiji give her the salt. I'll be with Madan Lal.

Wife : It is there in a bottle on the shelf. (Savitri goes and soon after Panditji enters. He is again smoking a bidi. Shanka Prasad stares at him angrily. Panditji at once realizes his mistake and throws away the bidi. He enters in a cheerful mood).

Panditji : Wonderful ! How pleasant and charming these film songs are ! Grand entertainment... (Shanka Prasad signals to him to keep quiet and, catching hold of him by the arm, is about to take him out with him when Madan Lal coughs and looks around for somewhere to spit. Then he decides to spit the phlegm out through the window which is at some distance. His wife comes and holds him up ...)

Shanka Prasad : Just a minute, Madan Lal. Bhabhiji, please bring the spittoon. You can't spit out of the window. If you have not get a spittoon, just bring some old pot and keep it near him by the cot. He can use it as a spittoon.

Wife : I have already put a pot there. Only we don't remember to use it !

Shanka Prasad : (To Madan Lal) Spit in that pot, Madan Lal. Spitting all over the place is the surest way of spreading disease. You are polluting the air with germs, you know. (Madan spits into the pot and groans with pain).

Madan Lal : Oh God ! What an awful pain...

Shanka Prasad : Where ?

Madan Lal : Here ... all over the abdomen.

Shanka Prasad : Oh, like a stomach-ache? Bhabhiji, let us give him a fomentation. Bring the hot-water bottle ... Don't you remember, the doctor asked us to?

Wife : I know, but what can I do?... I don't have a hot-water bottle in the house.

Panditji : Where can we get a hot-water bottle from? Only doctors have hot-water bottles.

Shanka Prasad : I will bring one just now.

Savitri : (Enters) Bahenji will you please give me some milk? Munna is very naughty. He has finished the potatoes and is asking for milk now !

Shanka Prasad : Bhabhiji, don't worry. Give her the milk. We will get some more for Madan Lal. Panditji, you please come along with me. (Going) I will be back soon, Bhabhiji. I will go and get a hot-water bottle.
(Exit, with Panditji).

Savitri : I need only a little milk.

Wife : I will give it to you now. Here, take this. (Pours milk from a glass and gives it to Savitri).

Madan Lal : Why are you putting yourself out like this? Please go home and take some rest.

Savitri : It's no trouble ... If we don't help you when you need help, who will?

Wife : Well, come on then ... let him sleep a little.
(Exit) (Dissolve).

[Another room in another house. Panditji and Shanka Prasad are just entering].

Pandit : Is this a doctor's house?

Shanka Prasad : No... This room belongs to the Residents' Association of this locality. They have purchased a few essential things which they all need at some time or other, and these things are stored here.

Panditji : Who has purchased the things?

Shanka Prasad : All the residents have contributed money for the purchase of these things. Not much. Just four annas a month. I live in this mohalla and I also contribute four annas a month. Look here :

[Cut into a view of the shelf. Two hot-water bottles, three thermometers in their cases, a first-aid box, cotton, bandages, etc., are kept in the shelf neatly arranged].

Shanka Prasad : These things have been purchased with money - mind you, just four annas a month from each family - contributed by the residents of this locality ... When anybody needs anything, he takes it from here and returns it after use. Why can't residents in other localities follow this example. Wouldn't it be useful for them? (The secretary of the association enters from inside the house).

Secretary : Excuse me, Shanka Prasadji, for having kept you waiting? You want anything? Is anybody ill?

Shanka Prasad : Yes, one of my friends ... I need a hot-water bottle...

Secretary : Of course, you can have it. (Picks up a hot-water bottle and hands it to Shanka Prasad. Also a receipt for him to sign). Will you please sign this for our records? (Shanka Prasad signs).

Panditji : Can we also get the things we need from here?

Secretary : In an emergency you can. We'll be glad to help. But why don't you also form a committee in your locality and get these things for your own use? It will be a mutual service scheme for the good of everybody.

Panditji : Then why do you do this work...

Secretary : Well, my friend, let us say this is social service. We have purchased these things with money contributed by all of us and they serve the needs of all of us. I am just the Secretary.
(As they are talking someone enters with an enema can).

Person : Namasteji. Here, returned with thanks !

Secretary : How is the patient feeling now?

Person : He is feeling much better, thank you. (Hands over the can).

Secretary : (Looking at the can) Please, this is not right. When you took it, wasn't the can clean? You must bring it back as clean as it was, when you took it.

Person : (Takes back the can) I am sorry. In my hurry I didn't notice it. I will get it cleaned right away.

Shanka Prasad : Well, Secretary Sahib, thank you.

We must be going. Come on Panditji ... (moves towards the door) Do you see now how mutual service helps the residents of the mohalla ... Now you go home and I will take this to Madan Bhai.

Panditji : I am also coming with you.

Shanka Prasad : There is no need for the two of us. Madan Lal is ill. He should have rest and quiet, not a stream of friends and well-wishers. There should be a fixed hour for visitors. Anybody who wants to see the patient, should go only at that hour. I hope you won't misunderstand. Please go home now and come to see Madan Lal in the evening tomorrow - at about five - shall we say? I know you like Madan Lal. I know you are his friend, but that does not mean that you should worry him all the time with your inquiries and offers of help. You will prove your affection for him if you allow him maximum time for rest. I think you should go home now.

(Panditji starts to go with a long face).

Shanka Prasad : Thank you, Panditji. I knew you would understand. I meant no offence. Please do come tomorrow. Goodbye ! (Dissolve).

Announcer : That was about how we should take care of the sick. But there are other people who are not ill and yet require care. There may well be someone like that in every family at some time or another, and no special care or attention is given them. We refer to expectant mothers.

There are some things which all of us should know - about how to take care of a pregnant woman, a new-born child and a mother recently confined. Look, here is Dr. Passi to talk to us about these things.

(Cut Two : Part I)

(Dr. Passi compares child-birth and infant mortality rates in India and abroad. He explains what the Municipal Corporation is doing for the welfare of women and children. He tells the viewers how to protect children from disease. He then introduces the Lady Doctor who is to explain how to look after pregnant women).

(Part II)

(The Lady Doctor explains the elements of ante-natal care and maternity welfare. She then introduces to the viewers the Health Visitor).

(Part III)

(The Health Visitor explains how to look after the new-born child ; about child-care, inoculation, vaccination, diet, etc.)

[Dissolve]

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